

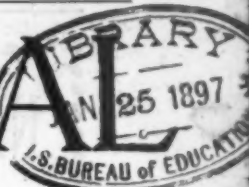
METHOD

THE

NUMBER

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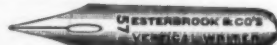
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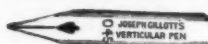
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No. 4

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Self-Government.

By FRANCES E. WILLARD.

In the Evanston college for ladies, for the first and only time in my history as a teacher, I was for one year free to work my will as an elder sister of girls—for this was then my idea of my relation to them; now, I would say, "a mother to girls."

History, biography, books, and reading, art, travel, manners, health, and many other kindred subjects were brought forward in lectures. My own talks were frequent, and related chiefly to what I am fond of calling "Moral Horticulture." Every day each pupil had twenty minutes alone in her room. We did not at all prescribe what should be done, but what we hoped was perfectly well known—it was a breathing place for heavenly thoughts. I valued this time more than any other except evening prayers.

I constantly visited the young ladies in their rooms, never once being met with coldness, and almost always we knelt together to ask God's blessing on those at home, and those here, who were often lonely because home was far away.

On the first Sunday after the college opened, one of my pupils came to my room saying: "Miss Willard, we can't bear to go in a procession over to the church. They say it has always been the custom, but if you would trust us to go independently, I feel sure you would never have occasion to regret it; for we would all be loyal to you and to the school."

My heart responded, "Amen and amen. We will find a more excellent way." Very soon a request came that the young women might be members of the (open) literary societies of the university, of which there were four, the Hinman and Adelphic in college, the Philomathean and Euphronian in the preparatory school. But these societies all met in the evening, the distance from our college was six or seven squares, the young ladies had always been strictly kept to many rules, and when they left the college grounds to go to public audiences were to be accompanied by teachers. The idea of their participating in debates with young men, and making orations was unheard of, and "besides," quoth some objectors, "some of them might prevent a young man from having as frequent opportunity to speak as he otherwise would have had, or might possibly be elected president of a society—such an improper position for a young lady to hold!" But Dr. Haven, presi-

dent of the university, thought the objections were all mole-hills, and the advantages were mountain high. "Here they can measure swords," he said; "here, even more than in the recitation room, young men will learn that young women are their peers. It will break down the prejudice against woman's public speech and work; it will refine the young men and develop intellectual power in the girls—precisely what each class most needs."

But he warned me more than once that the success of the venturesome experiment was in my hands. Teachers could not well attend the societies; their presence would be irksome. The girls must go and come at night, and they must do this always and strictly by themselves.



FRANCES E. WILLARD.

I remembered the clandestine visits of "University boys" to our college grounds in former days, the secret sleigh rides and moonlight walks, from which my sister and I had always kept aloof, but of which we dared not tell, and I knew that in our alma mater there had been no more, if as much, of this as in the average girls' boarding school. Could I brave public opinion and take the risks on a method never before applied to a co-education school? Was it right thus to hazard our sacred cause? Much I mused and often prayed.

One evening, soon after these requests for larger liberty, I asked my pupils to remain after prayers. I can see the bright double parlors planted out to my beautiful garden of girls. I told them all that has been stated here, all my scruples, aspirations, hopes. I told them how I came to Evanston as a school-girl about thirteen years before and of my "ne'er-do-weel" term in this very college; of my conversion, and, finally, of my heart-break when my sister Mary died. Then I laid before them my plan of school government, which was

to put it almost wholly into their own hands, to have no rules except those that they and their teachers felt to be of vital importance, and closed with some such statement as the following: "Here is an enterprise the like of which was never seen, a college with women trustees and faculty, a woman president and women students. Up yonder in the grove is a first-class men's college, and to every one of its advantages we are invited, on one condition—all of us must at all times be Christian ladies. Now, girls, I place your destiny in your own hands; I confide mine to you, also, for this is my own home town; and my good name is more to me than life. Besides all this, and greater, the destiny of this woman's college, and, to some degree, that of the co-education experiment, rests with you young creatures, fair and sweet. God help you to be good!" We knelt in prayer for grace and guidance, and then, with my faithful faculty I passed from the room, leaving the girls to organize, according to the written plans I had previously explained to the leading pupils, their "Roll of Honor" and "Self governed Societies."

How nobly they fulfilled their trust! I used oftentimes to wish that I behaved as well. On Sunday, when they entered church after their own sweet will, with what pride, even such as might thrill a mother's breast, I noted their unexceptionable manners. No whispering, no tittering, and woe to the youth who tried to slip sly billets-doux into the hands of "my girls" as they entered or left the sacred edifice. How many a Friday night at 10 o'clock, lying in my bed at Rest Cottage, four blocks from the woman's college and on the same street, I have heard the light steps of that long procession going home from the university building, where they, separating into four groups as they entered the campus, had attended their respective societies, and I have wept to think how true and self-respecting a college full of girls could be. The town pronounced my method "a success;" Dr. Haven was satisfied—which meant everything to me—and a teacher not now in the university, one who thought my "government" was "hair-brained," said, "The trouble is, these girls are quite too loyal; they make a hobby of it."

As this method developed, it was my custom to say at the beginning of a term, "We will have no rules whatever, just so long as everything is quiet, your time diligently occupied and your punctuality without flaw. We have no need of rules. Let us see how long we can go without them. I will post a time-table in the hall, and let us live by it. Regard the teachers as you would your mother and elder sister at home. You advise with them as to what is best for you in every way, feel free to do the same with us; that is what we are here for."

The girls were so delighted to have no rules that the older ones gave little comfort to the younger when they began misbehaving, which they did, not from bad intention, but on account of thoughtlessness. After a while, however, we would see the necessity of some one rule, then it would be announced. Every girl in school was a candidate for the Roll of Honor, which distinction could only be reached by one month of faultless deportment and punctuality. So it fell out that for the first month we had no rules, on the principle that "A new broom sweeps clean." In the second month, we had almost no need of rules, for every one was on the keen stretch to reach the Roll of Honor, and the third month all being anxious to remain at that high grade, there

was an *esprit de corps* in the school that held the pupils to the mark. So that the bondage of school discipline, of which I had had so much always as a teacher and a member of faculties, was reduced to a minimum; indeed, became almost inappreciable. This was especially true when we had graduated from the Roll of Honor grade enough of our older and more prominent girls into the self-governed class, so that their noble behavior was indeed "an example to the flock," an incentive to every one below them, because the self-governed grade was opened to the youngest. I remember that my little cousin, Rilla Norton, when only twelve years of age, not only attained this honor but ever afterward maintained it.

After one year's successful trial, the plan was officially outlined for the public in the following language:

GOVERNMENT.

The phrases made and provided for literature of the catalogue style will not be employed under this head. "Mild but firm," "of the parental type," have been the usual changes rung when this fruitful topic was under consideration.

The general basis of government in this institution is, that merit shall be distinguished by privilege. Any young lady who establishes for herself a trustworthy character will be trusted accordingly. After a probation of one month, any one who, during this time, has been loyal to the regulations of the school, and has not once required reproof, will have her name inscribed upon the Roll of Honor, and will be invested with certain powers and responsibilities usually restricted to the faculty. The Roll of Honor has its constitution, officers, and regular meetings, and sends written reports to the teachers relative to the trusts of which it is made the depository. A single reproof conditions, and two reproofs remove any of its members, who can regain their places by the same process through which they were at first attained. Those who during one entire term have not been conditioned, (by a single reproof) upon the Roll of Honor, are promoted to the self-governed list, and give this pledge: "I will try so to act that, if all others followed my example, our school would need no rules whatever. In manners and in punctuality I will try to be a model, and in all my intercourse with my teachers and schoolmates, I will seek, above all else, the things that make for peace."

Thenceforward, these young ladies do as they please so long as they please to do right. Every pupil in school is eligible, first to the Roll of Honor; next to a place among the self-governed, hence there is no ground for jealousy. Scholarship does not enter into the requirements of admission—character is placed above all competition here.

A year's trial of this plan has proved that it is practicable, and that school discipline may vitally contribute to the growth of noble, self-reliant character. The ideal set before each pupil, the sum of all "regulations," the proverb of the school is this: "Just be a Christian lady."

N. B.—At the close of the year, twelve young ladies were on the Self-governed List, and all the rest were on the Roll of Honor.

Successful candidates were promoted to the Roll of Honor, or the Self-governed grade, at evening prayers, pledging themselves before the school and receiving the right hand of fellowship.

I think our girls felt as did the young knights of old, and held their vows as sacredly. To show the care they exercised, I copy a note from the Roll of Honor girls at College Cottage:

Miss Willard and members of faculty.—The Roll of Honor have decided that Miss — and Miss — remain on the Junior Grade, and Miss — should be on the same grade if at all on the Roll of Honor.

Also by unanimous vote that none be promoted to the Self-governed List until next term.

We posted in the parlor the list of Roll of Honor, and Self-governed girls, and printed in the catalogue, next to the faculty, the names of their leaders.

Castile, N. Y.

Geography.

An Eight Years' Course of Study.

FIRST YEAR.

1. Teach to know the cardinal and semi-cardinal points; an object will be selected and other objects shown to be northeast of it.
2. The pupils out of doors should be able to point to objects and state, "the house is north of me," etc.
3. They will learn to recognize forms of water, such as clouds, fog, mist, rain, dew, frost, snow, and ice; these are some of the elements of geography—they are geographical objects.
4. They will learn some of the obvious qualities and uses of each of these.
5. They will learn to recognize temperature by feeling, and use terms hot, warm, cold, and apply this knowledge to the winds.
6. Also to understand the terms calm, breeze, and gale as applied to winds, for instance, by observing a flag.
7. To state by oral or written sentences their knowledge of position of winds, water, and temperature, as, "It is a cloudy day."
8. They may make sketches of flags blowing, for example; or of clouds.
9. They will learn memory gems or stanzas of poetry relative to these geographical objects.
10. The teacher will tell stories relating to them.

SECOND YEAR.

11. Continue, and expand Sug. 1, and teach that an upright stick's shadow at noon points north; also show a compass; a north and south line may be drawn on the floor.
 12. Expand Sug. 2.
 13. Measure the distance of an object from a central point (as of a tree from the school door.) They will need to state its direction and distance.
 14. The height of an object should be measured, as that of a pole, or a building; ask its direction and height.
 15. They should learn to know a foot, a yard, a rod, 50 feet, 100 feet, and get an idea of a mile. A yard and a rod may be marked on the wall; three sticks may be put up in line 50 feet apart; they can be told that it is a mile from the school to —; this should be pretty exact.
 16. Expand the work prepared in Sug. 3. Lead them to observe clouds, etc.
 17. Discuss causes, uses, and effects of clouds, etc., see 4.
 18. Call attention to the winds, see 5; to note direction by a vane on a steeple, or by leaves, grass, etc.
 19. Discuss effects of winds, both good and bad, on plants, animals, people, buildings, ships, etc.
- It will be noted that the pupils are themselves to observe "geographical objects" see 7, and express their knowledge; this expression should be both oral and written. Questions may be put on the blackboard or on a chart relative to the winds, clouds, etc., and they write answers.

THIRD YEAR.

20. Review and continue observation on clouds, etc., see 3, 11, (a) find times of greatest abundance, (b) observe variations, (c) find uses, (d) effects of sun and wind, continue 5.
21. Place thermometer outdoors and have pupils read it and observe its temperature day by day, etc.
22. Continue 6, 7, and 8.
23. Have them make a daily weather record; record on blackboard their observations, cloudy, clear temperature, etc., direction of winds, etc.
24. Have them observe the winds that bring heat, cold, rain, snow, etc.
25. Have them tell which are favorable and which disastrous to plants, animals, people, buildings, vessels; connect this with the life saving service.
26. Stories and descriptions will be told of temperature and winds of distant regions; of their uses and effects.
27. Consider ocean storms, bravery of life-saving crews and of seaman, of the kindness to the shipwrecked, etc.
28. Exhibit the beauty of water, snow, and ice. Have appropriate memory gems.
29. Show the work of water in brooks and rivers; the use man puts water to.

FOURTH YEAR.

30. Expand 3 and 16 appropriately, and consider the upper re-

gions of the air, rain, dew, frost, snow, icebergs, glaciers, etc.

31. Expand 7 and have writing, reading memory gems relative to 30, and all previous geographical objects:

32. Expand 18, 19, 20, 21, 22, 23, 24.
 33. Teach relation of temperature, wind, and moisture to seasons, continue 23.
 34. Teach to observe and learn names of bodies of land and water, as hill, plain, spring, brook, pond, cape, island, bay, sea.
- All geographical objects that can be seen should be taught by out-of-door lessons; for such as cannot be seen use pictures.
36. Make map and show relation of bodies in the vicinity; hills to valleys; springs to brooks, hills and valleys to brooks, rivers, and lakes; to make maps on paper and in sand.
 37. Teach important facts concerning these bodies (a) the surface, level, or elevated, etc., (b) the streams, source, bank, etc., (c) the soil, (d) ponds, lakes, (e) the weather, (f) plants and animals of the town; its industries, etc., (g) roads and railroads, (h) different villages.
 38. Teach them to construct a map giving plan of the school and yard, and the principal objects in the vicinity. Add new features from time to time as they are learned. They are to learn to draw such a map on the blackboard and recite as they draw. The names of things should be taught but not definitions at this stage.
 39. A collection of the products of the vicinity should be made; also of other parts of the world.

FIFTH YEAR.

40. Teach the earth as a whole, its position in space, size, rotation, axis, poles, equator, time of rotation, day and night, use a globe.
 41. A book may be used, maps and pictures; show globe surface then the continents, then each continent. Deal with general features.
 42. Take up the land and water divisions, names, forms and position of continents and islands.
 43. Then the reliefs and highlands and lowlands; the world-ridge and its basins and plateaus.
 44. The drainage (refer to the eaves of a house) by the great rivers; the Mississippi, Amazon, Rhine, Danube, etc.; usefulness commercially.
 45. The climate and its causes; the winds, the seasons.
 46. The rainfall, its amount and causes.
 47. The soil fertile and desert points.
 48. Productions, (a) agricultural—wheat, corn, etc., grazing, meat, hides, etc.; lumbering, wood, tar, rosin; mining, coal, copper, etc.
 49. The people—the different races and their distribution.
- The main object is to impress (a) the great world features, (b) the continental features, (c) to have the main names of continents and their divisions and great rivers, mountains, lakes, seas, bays, and location of about fifty large cities. They will read in the geographies and answer questions.

SIXTH AND SEVENTH YEARS.

50. After the world features are learned each continent will be taken up as to position, in what hemisphere, climate, etc.
51. Consider shape, projections of land and water, etc.
52. Consider its extent and area.
53. Its relief, greater highlands, plateaus, slopes, mountain systems, peaks, valleys, and its lesser highlands with their plateaus, etc.
54. Its drainage, water-sheds, basins, river systems.
55. Its climate, temperature, and moisture, its soil.
56. Its productions and productive regions, minerals, plants, animals, exports, and imports.
57. The people, races, leading occupations, growth of development, centers of exchange.
58. The waterways, rivers, canals, harbors; and its railways.
59. The political divisions; names of countries and chief cities; mode of government.

EIGHTH AND NINTH YEARS.

60. The next and last step is a study of each of the leading nations; its present condition, natural advantages or disadvantages.
61. Consider its past but not too fully, only to throw light on its present condition.
62. Consider its general importance; what it furnishes to the world.
63. Its relief, drainage, climate, soil, productions. See 53, 54.
64. Consider the leading occupations, exports, imports, whether it can support itself.
65. The great cities and their peculiarities and attractions.
66. The means of travel and traffic; its navy and railroads.
67. The government and religion.
68. The state of civilization, and customs, manners, and education.
69. Influence on other nations; its wealth and activity.

Life in India.

By M. IDA DEAN.



CHILDREN, allow me the pleasure of introducing to you these two young ladies. (Show the children two dolls dressed in Hindu costume.) This elaborately dressed young lady we will call the Princess Nuna and the other we will name Gunga, who represents life among the poor Hindus.

Our guests are from a queer old land that was highly civilized hundreds of years ago when Europe and America were but the home of the savage. Who can tell us on what map to look for British India? Who knows by what other name this great peninsula is known? Hindustan is the old name, hence the natives are called Hindus, and although they are of a brownish complexion they belong to the same great race of mankind that we do and they are therefore members of the —. Who knows what race has done the most for the enlightenment of the world?

Open your guide books (geographies) to the map of Asia and let us talk about its great central peninsula, British India, which is nearly half as large as the United States and contains about four times as many people. Notice the long coast line and the great bodies of water that border British India. Notice how a small portion of India seems to have been cut away from it. Ceylon is famous for its fine teas, large coffee plantations, fragrant spices, and wild animals.

From the position of British India in regard to the equator, what do you think the climate must be? Yes, hot and moist, and as the soil is fertile the vegetation is rich, varied, and luxuriant. Tropical fruits abound, beautiful flowers, and wonderful trees. In the jungles elephants, tigers, lions, etc., the largest and fiercest of wild animals, make their homes. To kill a tiger while seated in a howdah on the back of an elephant is considered rare sport. Would you like to visit India and bring home as a trophy one of the beautiful skins of a "man eater," as the tiger is called in India?

Notice on the northern border of India the great wall of mountains which the natives call the *Himalayas*, a word that means "the abode of snow," for, summer or winter, these mountains always wear their snow caps. Notice the rivers that rise in these mountains. The Ganges is the most interesting. This river formed by the melting of the snow and ice among the lofty Himalayas, is regarded by the Hindu as sacred, as it is said to flow out of the

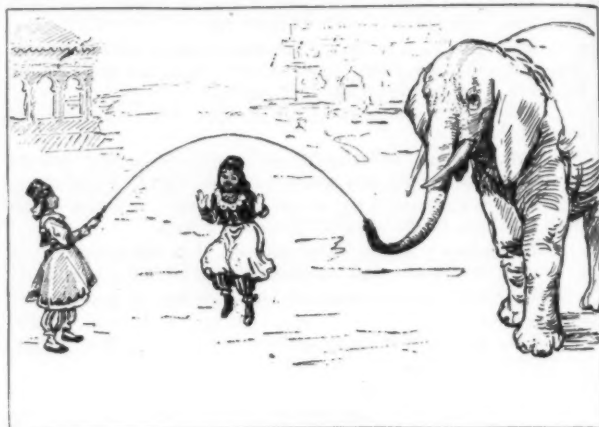


"He sometimes sits down by the roadside, makes a rude little figure out of a lump of earth, and looks steadily at it until his thought abstracts itself from worldly things."

mouth of Brahma, one of the Hindu gods. So sacred is the Ganges regarded by the Hindu that he believes that whoever bathes in its waters washes all sins away. As the sick all hope to die looking at this river, bamboo sheds are built along the banks in which persons thought to be dying are placed that their last look may be at this dirty but sacred river. Water from the Ganges is also poured on the face of the dying and the mouth stuffed with mud from

its banks. The Hindu burns the body of his dead by placing it on a pile of wood; when nothing is left but the ashes they are swept into the Ganges.

Let us take a peep into the palatial home of the Princess Nuna. The house is a curious combination of little windows, broad balconies, many beautiful arches supported by carved pillars, and domes, and stands in the midst of a large and beautiful garden. Beautiful flowers grow in profusion on every side and fountains at play delight the eye whichever way you turn. Here and there are paths paved with white marble, bordered by flowering shrubs,



A BIG PLAYMATE.

and wonderful trees in which beautiful birds sing to one another, and parrots red and green are chattering everywhere among the branches. The floors of the house are of white marble covered with valuable rugs, while upon the walls hang fine tapestries. Save a few soft divans or little sofas and small tables scattered here and there, the rooms possess but little furniture. Nuna's father is a native prince or rajah. He is very fond of ceremony, and whenever a foreigner of distinction pays him a visit the guest is received with great honor. The guest is met frequently at the frontier by a deputation of officials to escort him to the prince. "As soon as the formalities of presentation are completed each guest receives a handkerchief of the finest muslin covered with delicate embroidery. This is placed on the palm of the recipient's open hand, and then the prince rises and pours attar of roses on the handkerchief and at the same time throws a garland of jasmine flowers alternated with small pearls around the neck of the visitor. This ceremony is an ancient one and was introduced by the Mogul conquerors of India centuries ago."

But as to home life, as we know it, the Hindu, whether rich or poor, knows nothing of its pleasure. Very peculiar to us are many of their customs. When a Hindu enters a house he immediately removes his shoes and keeps his hat or turban on. They think we are ridiculous to keep on our shoes which, from contact with the earth, must be more or less soiled, and to take off our clean hats when in the house. Their ways of cooking and eating are very different from ours. Rice is the staple article of diet. Often so highly spiced that you would not relish it, for it would make your little tongues smart and burn.

Another favorite dish is a curry, also very hot and full of fruit. Sweetmeats of all kinds highly spiced are always used on the tables of the rich. Men and women never dine together. The men are served first, then the women and children.

The Hindu regards the saliva as very impure and anything that touches it is unclean, and as knives, forks, and spoons after usage would be unclean they would have to be thrown away, so fingers are used instead. Food is served on leaf plates. In drinking no one allows the cup to touch the lips. The head is thrown back, the mouth opened wide, and the fluid runs down the throat in a stream. No one ever expectorates in the house. Don't you think it would be well if we, in this respect, were as particular as the Hindu and then the cars, steamboats, elevators, and stairs of our public buildings would not so often be in a soiled condition?

The streets of India are very different from those in our cities and villages. Instead of the oak, elm, and maple one sees rows

of palm trees, and it is not an uncommon sight to see a palm tree growing through the roof of a house. Many of the streets are so narrow that the low mud huts with their heavy thatched roofs look at a short distance more like haystacks than houses. In such a house Gunga lives. The house possesses but little furniture. Chairs are not used. Mats made of coarse grass are used instead. India is so densely populated that wages are low and a man can earn but a few cents a day. But as the climate is warm the people need but little. Among the poorer class the chief article of diet is rice or corn.

Although much trade is carried on in the cities stores such as we have are not known. But there are many booths or bazars where can be bought not only simple little articles of merchandise but costly fabrics. And just as you love to play at keeping store using stones for money so do the children of India. At a very early age do the children of the poor begin to be merchants by peddling fruit or thread, needles, buttons, soap, etc., and sharp and shrewd are they at trade.

The children are also fond of flying kites, spinning tops, or playing with marbles. Little children enjoy playing in the sand and basking in the sun, and as they go entirely naked until they are three or four years old they are not troubled by the fear of soiling their clothing.

How amused you would be if you could take a peep at a school in India taught by a native teacher. The school is often held in an open shed and no pains whatever is taken to keep it clean. Often the rafters are festooned with cobwebs and dirt. Of furniture, save the teacher's low desk, there is none. The teacher uses a grass mat, while the boys sit cross-legged on the earthen floor. The teacher in a sing song voice reads a sentence which the pupils shout after him. Then another sentence is read which the pupils likewise shout in a sing song voice while their bodies sway to and fro. This goes on until sentence after sentence is memorized. No one knows what he is saying, nor does any one care. The teacher never explains. Neither teacher nor pupil is ever bothered by that very troublesome and inquisitive little word *why*.

A few years ago these were the only schools in India, but now, owing to British influence and missionaries, better schools have been established and day by day the Hindus are gradually learning that girls as well as boys should be sent to school and helped to become wise.

To the Hindu animal life is sacred. He believes that after death the soul may pass into the body of an animal; hence all animal life is respected, and not only are their lives spared but they are worshiped, and certain days in each year are set apart when they receive the homage of the people. Thus the cow is treated, and on her festival day she is washed, horns are painted, and garlands of flowers are hung about her neck. Incense is burnt before her and she is led in a procession about the village, and as she passes men, women, and children prostrate themselves before her. The cow is never molested or hurt, no matter what she chooses to do or where she should wander.

Another animal that is held in high esteem is the monkey. Although monkeys do a great deal of mischief they are never punished but petted and worshiped, and at Benares there is a monkey temple. To worship the cow and monkey seems strange, does it not? But what do you think of worshiping snakes? A day is set apart to make offerings to snakes in general when they are offered milk and flowers, and the people pray that they will not bite them.

India is a strange romantic land—a land of beautiful flowers, and gardens, delicious fruits, fragrant spices, and wonderful trees; a land of beautiful gems and jewels such as kings and queens delight to wear; a land famous for its costly fabrics and beautiful dyes; a land of tigers, elephants, and wolves, and all sorts of wild creatures that Mr. Kipling delights to tell us about in his "Jungle Books;" a land of ancient temples, grand and magnificent palaces and tombs. There is one tomb known as the Yaj Mahal, that every boy and girl should be familiar with, as it is considered the finest piece of architectural work in the world. Look for pictures of it and read how it took over twenty thousand men more than twenty years to build it, and cost about

\$15,000,000. [About what our Brooklyn Bridge cost.]

I wish I had time to tell you of the many other wonderful buildings and queer customs, but look for pictures of the "Temple and Car of Juggernaut" which has crushed so many victims; for pictures of the Memorial Well at Cawnpore, erected where so many English were butchered by a rebellious native prince; for pictures of famous "Burning Ghant" where the Hindus burn their dead; for pictures of the famous Caves of Elephanta. If you will read of the Indian Jugglers, those queer fellows that perform all sorts of tricks such as swallowing a sword or a stone, or turning boys into birds or a seed into a tree, you will be entertained, also read of the "fakirs;" of the "Punka and Punka fellows;" of their queer ideas of "Caste;" of the Sepoy mutiny; of the opium culture and the "Opium Wars."

Who rules British India to-day? Yes, England, and the way the country became hers is very interesting. For long years the English had known that India was rich in treasures, and some English merchants visited the country and established trading posts, and then for mutual protection formed themselves into a company which soon became known as the East India Company. This company gradually extended its power until it gained control of the greater part of Hindustan, and the East India Company became one of the richest, strongest, and greatest companies ever formed, and Victoria, queen of England was made empress of India. And now the question for us to think about is, What has England done for India? Who can tell?

England has built railroads and telegraphs, thus connecting and opening up markets for the interior, sent missionaries and teachers to convert the people and rescue them from decay, elevated the women and girls, and stopped many a hideous practice arising from the worship of idols, and the result is that Christianity is fast destroying idol worship, wild beasts are disappearing, and this old land is taking on new life and bids fair to be "the brightest jewel in England's crown."

[The children should be informed also of the ancientness of the Hindu religion and of what it is in its purity. The intelligent Hindu devotee never worshiped idols, and Hindu monks who are at present teaching their religion in this country go so far as to say that there is no real idol worship in India. The Hindu thinks little of the pleasures and comforts of this world and much of his own spiritual development. He desires to be alone with his God much of the time. His God is the great all-pervading spirit of the universe, and his aspiration is to lose himself at last in identity with this universal and supreme Being. In order to think of his God and nothing else, he sometimes sits down by the roadside, makes a rude little figure out of a lump of earth and looks steadily at it until his thought abstracts itself from worldly things. We can, by steadily looking at a button, or any other small object, induce a trance-like condition of mind, and the more this is practiced the easier it becomes. Try it, but don't practice it very much, for these dreamy ways of the Hindus would not do for our climate, where man must be up and doing most of his waking hours. Nor has the religion of India, so high and pure as taught by Hindu scholars, prevented the development of wild and horrible religious rites, which seem to be the result of frenzy, though the reports of such observances are said to be very much exaggerated. Travelers passing through India often get very wrong impressions of the inner life of the Hindu, and so our English books are full of statements that are said by natives of the country to be false. At any rate it is wrong to measure by our own character standard wherever we go. The Hindu has not developed our industry and grit, because he has not had our comparatively barren soil to till or the rigors of our climate to withstand. Hindu students, however, apply themselves with great earnestness to their books and learn many languages and all the leading religions of the world, finding good in all. They call the universe an "infinite ocean of knowledge and bliss." They believe that the infinite Life is striving everywhere to express itself, and thus it is wrong to kill because by doing so we cut off some of the forms of expression it adopts. The Hindu, with his indolence and dreams, is not a good soldier. He has, therefore, been conquered and reconquered, but seems able to get lessons in patience and endurance out of the most adverse conditions. He is of especial interest to us because, as Miss Dean has said, he is our own dark-complexioned cousin.]

The greater part of THE SCHOOL JOURNAL next week will be devoted to reports of especially interesting features in the *actual practice* of progressive schools. It will also contain condensed stenographic reports of lessons, reproductions of children's work in elementary and grammar schools, etc.

Earth Sculpture.

If the surface of the land of the neighborhood is uneven, hilly, or rugged, the probabilities are that the unevenness has been produced by unequal weathering or else by the direct action of water. In many instances a hill is formed because its substance is harder than the rock surrounding it. So, under the action of flowing water, ice, rain, and other weathering agents, the surface is unequally worn into hills and valleys. Often there are strata of rock which show the corrosive action of running water; or perhaps soil, masses of broken rock, etc., have been carried down the slope, and spread over the valley below. By a careful search one may nearly always find marks of the forces which have thus sculptured the earth. In walking along the slope of the hill during a hard rain, one may observe the process of earth-sculpture in actual operation. The drops of rain that fall on the hill-side are clear as crystal. When they reach the bottom, however, they are loaded with fine particles taken from the soil. Direct the pupils to observe this, and develop by skilful questioning the effect of the process when long continued.

Cover a piece of clay with sand on the molding-table. Incline the latter slightly, and pour water on it from a sprinkler. The sand is washed away, leaving a miniature hill of clay, and the process of hill-making is thus repeated on a small scale. In a similar manner place a small piece of slate or a thin piece of rock on the sand, and apply the water. The sand is washed out under the edges a little way, but the slate protects the great mass of it, while all around the sand is carried away. In this manner one may show the formation of cliffs and certain types of tablelands.

The study of the hill will lead to that of the mountain-range. The explanation of this will be a more difficult task, because the essential feature of a mountain-range lies in the fact that it is a fold or wrinkle made by a shrinking of the earth. The following expedient has been used by the author for want of a better illustration. Take a piece of cloth-covered elastic band, ten or fifteen inches in length, and stretch it moderately. Fasten several strips of differently colored cloth to the elastic by means of mucilage, and when nearly dry, allow the elastic to slowly contract. The pieces of colored cloth will wrinkle and crumple, producing an effect which, though not a striking resemblance to mountain-folding, is nevertheless a good illustration of the manner in which plication occurred. In studying the mountain, begin with the range.

The examples of earth-sculpture which will appeal most strongly to the child are those which are the work of running water. The little rain-formed rill which trickles along the road cuts a deep rut in one place, and spreads out in a broad channel in another. Finally it joins another rill, or else pours its current into a pool of water, which is a miniature lake or sea. When the rivulet reaches its goal, it possibly divides into several streams, forming a delta, and perhaps builds a bar opposite to its mouth.

In such a stream the pupil can see the operation of all the laws which govern the conduct of the Mississippi or the Colorado.

(From The Reproduction of Geographical Forms, by J. W. Redway. D. C. Heath & Co.)

Drawing in New York Schools.

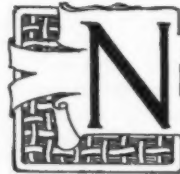
"Drawing in the New York City Public Schools," is the title of an article in the January number of *Education* in which Mr. Henry G. Schneider describes the New York city course in drawing as in accord with the best ideals of the New Education. Among other things he says:

"Drawing from objects has been a feature of our New York city course of study since 1890. The unique feature of our course is that it makes leaf and flower study the basis of design in all grades of the grammar school. Besides this co-ordination of drawing and nature study the drawing course includes drawing of 'a simple object from nature' in eighth, seventh, and sixth grades, while drawing from the round 'object drawing' is pursued in grades one and two, our seventh and eighth years." Mr. Schneider concludes that an "ideal course in drawing" cannot be laid out by a superintendent who is not himself a practical teacher of drawing.

Literature.

"Courtship of Miles Standish."

By J. S. CAMPBELL.



EVER have I found a pupil who could not be interested in the history of his own country, and every story founded upon incidents connected with this history is hailed with pleasure. The teacher may use this fondness to guide her pupils into a love for good literature, if she will but go about it tactfully.

The Courtship of Miles Standish, in connection with the history of the Plymouth colony, is always read by a class with pleasure, and serves many purposes. First, the meaning of all unfamiliar words should be learned. It is often a good plan to place upon the board a list of such words for the next day's spelling lesson. The recitation should never be conducted by pronouncing these words for the pupils to spell either orally or in a written list, but sentences containing the words should be formed by the pupil, proving that he has mastered both their spelling and use. Second, this having been accomplished, the child is ready to read the part studied understandingly, and should do so with expression sufficient to make a listener enjoy it. Third, the parts read may be used as the subjects of daily written exercises. The reading of the first and second cantos may be followed by the writing of a description of the room therein portrayed, and of a comparison of its occupants. Some of the writer's pupils found, in old papers and magazine, pictures of colonial dwellings which they thought illustrated the poem, and these were hung in the school-room. One boy drew a picture of Miles Standish as he conceived him, portraying very well the colonial style of dress. In these cantos, too, are references which may be enlarged upon with profit; as, for example, "Sword of Damascus" and the words of St. Gregory, "angels, not angles."

From canto three can be written a picture of Priscilla's home, and of Priscilla herself, busied with her spinning. In the next canto the scene with the savages leads to the study of modes of Indian warfare, and of war symbols. Canto five gives unusual opportunity for the pupil to exercise his imagination by drawing word pictures, for he may write one, or, if time permit, all of the following pictures: (1) The Marching of the Soldiers. (2) The Awakening Village. (3) The Departure of the *Mayflower* (and of the last two or three different views may be taken).

The Indian battle in the next canto will interest the boys and they will enjoy studying colonial dwellings of that period, of which John Alden's house, described in canto eight, is a type. The description of the wedding in canto nine, will serve as another exercise in reproduction.

When I had made use of the poem in this way I had my class (sixth grade) make topics covering the entire subject, and write a composition upon them. The following topics are selected from those handed to me:

The Courtship of Miles Standish.

I. Introduction. How this poem came to be written. Longfellow, a descendant of Priscilla.

II. Time and place of the poem, with a brief picture of the principal characters.

III. Outline of the story.

IV. Conclusion. Morals to be drawn from the poem.

This exhaustive study of the subject did not prove wearisome to the pupils, for after writing their compositions they begged that they might read the poem once more. It seemed best not to do so just then, so the re-reading was postponed to be used as a recreation when the weather should be too warm for hard work, and as soon as the warm days came the request was renewed. This gave us a good opportunity for noting figures of speech, and often a sentence good for analysis presented itself.

Washington, D. C.

"Visual Instruction."

Picturing by Light. Methods for School-room Use.

By MINOR H. PADDOCK,

(Director Department of Photography, Martha's Vineyard Summer Institute.)



VISUAL instruction has been practiced for generations. As a means of communicating ideas, pictured language was the earliest form. When the prehistoric graphic words had become sufficiently conventionalized to be mere signs, culture became largely a study of spoken and printed signs. School education with great labor was mainly a study of language signs, dead and living. With the revival of the study of objects and of nature, pictured representation of the external world has come again into more general use. Pictured instruction, so readily assimilated by the childish faculties, becomes a most attractive and important feature of modern methods.

PICTORIAL REPRESENTATION WITH THE PENCIL.

This method, the simplest of all, allows great scope for originality in application, but the difficulty is to secure fidelity to object, and to eliminate unintended originality. To be valuable it requires considerable mental endowment and much training, and this need is probably an effectual barrier to hand-sketching in general use in picture work in schools.

Instruction in drawing gives facility, but is not fully adequate. A fortunate combination of hand-sketching with processes by light, however, furnishes a method of rapidly and abundantly illustrating literary and other work by children in the grades.

Optical representation by printed cuts and engravings in books and by printed drawings now ingeniously and thoughtfully furnished by educational journals for use in the school room, may be mentioned as another simple method, but lacks, necessarily, as far as the pupil is concerned, the element of originality.

But if the pupil copies these and reproduces them by light processes, and uses them to build his theme, the element of originality is once more restored.

Purchased photographs may be referred to as of the same nature as printed representations so far as originality is concerned.

PICTURE PROCESSES BY LIGHT.

Since the discovery of the picturing power of light, and the invention of applications of this power, pictorial representation the world over has been greatly increased. Especially in the school-room, an immense advantage is offered in methods of instruction.

The first and simplest form of optical representation by means of light is without a lens and without any knowledge of photography. It is done with the aid of a pen. A picture or drawing is first made with a pen and black ink upon a transparent support called tracing cloth.

This is laid upon prepared paper, sensitive to light, in a printing frame such as photographers use, and exposed to light.

The drawing keeps back the light directly under the ink, but where the ink has not been put on the light passes through, changing the chemical nature of the prepared paper in such a way that a picture appears. Washing with water clears up the picture.

As the paper is sensitized with an iron compound, the picture, as developed is in blue, called blue print, positive or negative, though it may be made in black and some other colors.

The use which may be made of this method is as follows: Suppose a teacher sees, we will say in *THE SCHOOL JOURNAL*, a nicely written and illustrated story on the maple from seedling to fully grown tree, and she says, "I would like to give just such a lesson to my class." Of course she could, taking the pictures, draw them on the blackboard, which the pupils could copy, but are such pupil-drawings finally satisfactory for all?

A better method would be for her to have some of her brighter

pupils make tracings of the pictures on tracing cloth, the picture being about three inches by four, on a piece about four by five.

These the pupils will print in the manner described, on sensitive paper, making enough for the entire class. Now tell the story; the pupils will place the pictures nicely in their blank books, and write the story to correspond.

Suppose the subject is in the field of English literature. You have a cut of the "Old Curiosity Shop" as it now stands. Use this cut as above, and tell the story.

Have you a talk on architecture, history, travel? Some very attractive illustrations can be made.

When the drawing is original it would be well to make it first with lead pencil, then trace. Tracing cloth can be obtained through any architect's office or stationers, as it is in common use, or with E. B. Soltman & Co., Blue Prints, Fulton St., New York city.

When purely illustration is aimed at, as in composition and other language work, description, narrative, science, and travel, the prepared paper may be bought, coming through the mail (write Soltman).

With older pupils, as in the grammar grades, there is a charm in making the paper itself. The material is cheap and easily applied to paper.

In all schools where science is taught, including high and upper grades of grammar, the chemical work done by light forms an interesting chapter in science. There are easily performed experiments with the solutions used in preparing the paper, showing the power of light to cause chemical changes. This leads to a desire on part of pupil to learn more of science and brings him finally into close relation with several important industrial applications of science.

An advantage of the method is seen in securing an abundance of illustration equal to the best drawing talent of the class, enabling all the pupils to equally well illustrate their work. The making of the pictures increases the interest the pupils feel in the exercise, and they are stimulated to write well and to search for information in order to describe their pictures.

METHODS WITH THE CAMERA.

In our next process, which is a step in advance, we do away with the pen or pencil, and employ the light to make also the transparent picture through which we print our final picture. In other words, we employ a lens and camera, to make a picture in silver on a glass plate—a negative—through which the light may print.

This introduces us, of course, to photography proper, but it is the simplest and easiest step in the art, and one which once learned opens to us several different methods by which we may furnish illustrations for school work.

It is impossible in the limits of this writing, intended to outline methods, to go into detail of manipulations. Assume that the teacher has or can procure facilities and knowledge how to make a negative. Perhaps a pupil has facilities or knows how, or a friend knows.

I will emphasize the simple nature of negative-making. It is the easiest part of photography and that most useful to the teacher, as will be seen. The process once learned, with right plate, developer, and exposure for different lines of work, the teacher should have quite uniformly good negatives.

Having knowledge of negative-making, the following are some of the uses that may be made of this knowledge without learning anything further in photography.

(a) The pupils taking the negatives and paper as before will furnish themselves with blue print copies of the original. These will be placed in their books to illustrate stories of travel, animal, and vegetable life, scenery, machines, personal adventure.

The subjects will be negatives made from nature, from books, magazines, engravings, maps. The advantage in having negatives made thus by the aid of light will be fidelity to the subject. The writer has seen some very beautiful results obtained in blue prints. The picture is, of course, a "positive," that is to say, the reverse of the negative and like the original. With skill the "half-tones" are charmingly brought out. A good work may

be done by teachers in this way who will carry photography no farther.

(b) The teacher who understands how to make a negative can, without learning further in photography, make a lantern slide. For he places a second sensitive plate under his negative in the printing frame, lets the light print through the negative, and then by the same process as that by which he made his negative, makes his lantern slide.

Of course this opens up the field of lantern lectures. He will project the pictures upon the screen, which, however, he will not himself to any great extent describe, but if he wishes to accomplish the best educational effect will require the pupils to discuss.

(c) But especially a knowledge of negative-making enlarges the usefulness of lantern slide work. Thus:—suppose a teacher has a lecture on astronomy with thirty slides. The ordinary method is for the teacher to throw these upon the screen, and talk about them, the pupils remembering what they can.

The better method is as follows:—Select, say, ten, leading ones; one the full moon, one a lunar volcano, one a spiral nebula, one a solar eclipse, etc.

Take the slide apart, place the glass having the picture in a printing frame with a sensitive plate, expose to light, develop in the regular way. You have a negative exactly like the one the slide was made from. Use these ten negatives to make blue-print pictures for the pupils. Let the pupils study these pictures, getting information from all possible sources.

Now have the "lecture," the pupils describing all they can, and the teacher supplementing. Having done this, the pupils place their pictures in their books and write their story, and receive manifestly the utmost benefit.

You are then able to reproduce pictures of physical features a thousand miles away; the glaciers of the Alps, the cataracts of Norway, the cañons of Colorado, while the photographer and his negative may be quite out of your reach.

This is a legitimate use to make of a copyrighted lantern slide, for it matters not whether you project the picture upon canvas or upon paper for your own use. The intention of the maker is that the lesson should be transferred to minds of students and it was sold to the teacher for that purpose.

But it would not be right to sell or give away negatives thus made from copyrighted lantern slides, or to sell or give away new lantern slides from the same, or to sell or give away blue prints to others to use without permission of owner of copyright. Any dealer would be glad to sell lantern slides to be used in class in the manner I have described.

(d) You may still further extend the use of photography in your school work, knowing how to make a negative by making *bromide prints*. These are of paper and different from a blue-print in having a prepared sensitive silver surface instead of iron.

They are made and developed like a lantern slide. The picture is in brown and black instead of blue, and can be made very artistic. They can be put into books the same as blue-prints.

THE PHOTOGRAPH.

We have now indicated a wide range of picture work by light in which a knowledge of negative-making alone is required. Fortunately this embraces about all of the useful work required of light in the school room.

The brilliant paper positive commonly known as a photograph, is quite different in its manipulation and more difficult. It does not need to be undertaken.

Use, however, can be made of silver prints of this kind, and when pupils have become expert in the former details they will hardly omit learning to "tone." Silver prints can be toned in several different styles, finished flexible, and used in pupils' books to illustrate their literary and other work. But they are not necessary and not advisable to be undertaken for general illustrative work by pupils in grammar grades.

The useful thing is the negative, but teachers and pupils who have learned to make this will undoubtedly pass on to make the finished photograph.

There is science and there is fascination in the art. The photograph and the lantern slide cultivate the artistic sense. There are more genuine artists probably in the photographic field than in any other, and probably no other practice has contributed so much to the study of art as photography. No other applications of science are coming more generally into use in industrial application than processes of printing by light.

Providence, R. I.

Topic Exercises.

Topics of the Month.

By E. E. K. W.

ON the first morning of each month, a general conversation should be conducted on the opening month, its nature characteristics, the current events that are likely to complete themselves before it closes, names of authors, inventors, and other great persons whose birthdays occur during the month, great events in the world's history that have made the month memorable, etc. Let Jackman's "Nature Study," the almanac, OUR TIMES, and whatever sources of suggestion the pupils may have at command be sifted for important topics.

Let the blackboard show, as a result of this careful talk, a selected list of topics to which special attention is to be paid during the month.

Let it be understood that any pupil bringing to school an interesting piece of reading matter on any one of these topics during the month which he is prepared to read so well as to give his playmates pleasure and information will be excused from the regular reading for that day and may study a selected list of spelling words from his contribution in lieu of the allotted spelling lesson.

Let one geography period be given to the location on globe and maps of places brought to interest in this special study by pupils who have something appropriate to the month to say about them.

Let one history period be given to a consideration of what this month has meant at times to different nations, and to the civilized world as a whole, certain pupils having prepared themselves to present this subject. Questions raised by inquiring pupils may be settled by others who are reliably informed or may be set down for further research.

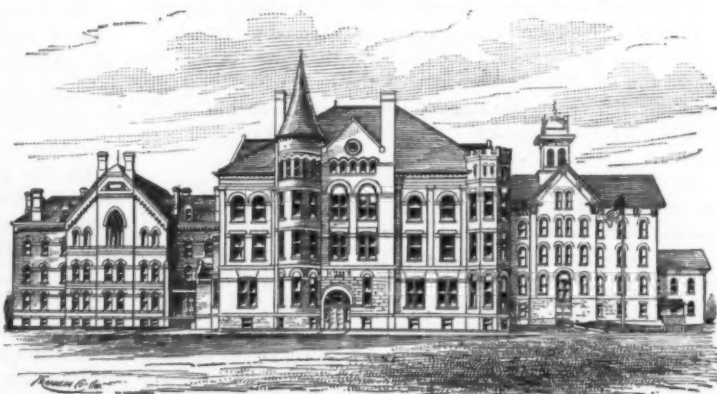
Let the constellations visible during the month be studied upon charts, identified in the sky and reproduced on charts made by the pupils from observation of the stars. Let myths associated with these constellations be studied by certain pupils and related by them on a certain day to the class. Interesting facts in astronomy related to the month's stellar display or position of the earth may be introduced and discussed at the same time.

The condition of vegetable and animal nature peculiar to the month should be considered on an appointed day. Special natural phenomena such as the equinoctial storm, the migration of birds, etc., should be studied as they occur and reported upon.

The holidays of the month and other days of special interest in connection with public affairs should be considered historically and socially during an hour specially devoted to this subject.

Songs appropriate to the month should be learned.

The special hygiene of the month should be discussed—changes of clothing, diet, and household arrangements; expense of heat—



IOWA STATE NORMAL SCHOOL BUILDINGS, CEDAR FALLS.—Dr. H. H. Seerley, Pres.

ing, lighting, etc., as days grow longer or shorter, warmer or colder; exercise and bathing as varied for different seasons.

Pupils' birthdays that occur during the month should be signalized in some way, perhaps by setting them apart as dates for the above discussions.

On the last day of the month, all this study should be summarized by exercises consisting of a set of compositions on the leading topics, the songs of the month and the exhibition of whatever charts have been made or illustrative material contributed by the pupils. The subjects may be somewhat as follows for

January Day.

IMPORTANT BIRTHDAYS IN JANUARY.

Jan. 1.—Edmund Burke.	John Henry Pestalozzi.
Paul Revere.	Jan. 17.—Benjamin Franklin.
Paul H. Hayne.	Jan. 18.—Daniel Webster.
Jan. 3.—Lucretia Mott.	Edgar Allan Poe.
Jan. 6.—Joan of Arc.	Jan. 23.—Lord Byron.
Jan. 10.—Ethan Allen.	Jan. 25.—Robert Burns.
Jan. 11.—Alexander Hamilton.	Jan. 27.—Wolfgang Mozart.
Bayard Taylor.	
John Hancock.	

IMPORTANT EVENTS IN JANUARY.

- Jan. 1.—Emancipation Proclamation issued 1863.
 Jan. 1.—Union of Great Britain and Ireland, 1801.
 Jan. 3.—Battle of Princeton, 1777.
 Jan. 16.—General Amnesty bill passed, 1872.

MEMORY GEM FOR JANUARY.

Janus am I; oldest of potentates;
 Forward I look and backward, and below
 I count, as god of years and gates,
 The years that through my portals come and go.
 I block the roads, and drift the fields with snow;
 I chase the wild-fowl from the frozen pen;
 My frosts congeal the rivers in their flow,
 My fires light up the hearths and hearths of men.
 —Longfellow.

Character Grafting.

The general impression seems to be that nature settles some things morally, as well as physically; that if she gives a child what is called a bad disposition, it is as hopeless to try to change it as it is to attempt to correct a consumptive tendency or a weakness of the spine. As a matter of fact, the two things are very different. A so-called bad disposition is generally an evidence of moral strength perverted and misdirected. It is a savor of life and not a savor of death. There are certain virtues that can easily be grafted upon the vigorous stalk of original disposition. Suppose a boy seems hopelessly self-willed and obstinate. Here is the proper stem on which to graft virtues of the heroic order—moral bravery and fidelity, courage of conviction, strength of purpose. Let him be passionate, hot-headed, uncontrollable. Such a disposition as this is a source of nourishment for all the aggressive virtues—indignation at moral meannesses, the power of leadership, the bravery and devotion that do not fail in emergencies.

Even a disposition that is accounted mean, small, and sneaking may be utilized in this process of character grafting. The psychologists have traced many moral faults and vices to the excess of certain virtues. Cowardice, they tell us, is an excess of caution, anger is moral judgment overwhelming moral reason. So meanness and smallness of character may spring from excessive self-depreciation—may be simply too much of the very quality that makes modesty and deference, obedience and trust.

Looking at the matter in this light, it is quite possible to take a person of small and mean disposition, and develop in him a character of rare sweetness and tractability. His moral tendencies are all in the line of what may be called the negative virtues, those of a more feminine or childlike character; and it should be comparatively easy to cultivate in him such virtues. He is mean and small simply because his moral tendencies have developed on the wrong side, the vicious side. Start them the other way, and they will flower into the corresponding virtues.—James Buckingham in *Outlook*.

Physiology and Hygiene.

Foods and Food Plants.* I.

By CLARABEL GILMAN.

This series of lessons is designed for children from ten to twelve years old, and it is believed the topics given will contain only what may wisely be taught to pupils of that age. The accompanying notes for teachers may, however, from time to time include facts not necessarily to be taught, but calculated to increase the teacher's own interest in the subject.

To make food lessons of the utmost value children should have learned from observation and experiment the simplest facts in regard to carbon, oxygen, hydrogen, and nitrogen, and combustion considered as oxidation, whether it goes on rapidly with a bright flame or so slowly that but little apparent heat is produced. An admirable outline of lessons on these elements is contained in the *First Lessons on Minerals*, by Mrs. Ellen H. Richards, published by D. C. Heath & Co., as No. XIII. of their series of small Science Guides. The book costs but ten cents, and nothing better can be desired as introduction to this part of my subject. I give no topics on the chemical elements, therefore, since in doing so I should only borrow from this little work.

The outlines of lessons on the body explain themselves, with the exception of the word "illustration," so often used. The illustrations are really the ground work of the lessons. The topics are in most cases the conclusions based on the study of the facts and the parts of the body chosen as illustrations.

I. PRELIMINARY LESSONS ON THE HUMAN BODY.

1. General divisions of body:

Head	Importance and special functions of each:	Contain brain and vital organs, used in locomotion, &c.
Trunk		
Limbs		

2. Body composed of

Skin	Hair
Muscles	
Fat	Nails
Blood	
Bone	
Nerves	

Illus.—Examine hand, then head. Talk of brain and nerves. Compare plump and thin hands for idea of fat.

3. Skin—protects.

Strong.
Elastic.

Two layers { outer has neither nerves nor blood vessels
inner has both.

Illus.—Hangnail on finger.

4. Muscles—move body and its parts.

Bands of fibers.

Fibers bound together by strong membranes.

Elastic.

Shorten and { So pull on bones
lengthen } and move body.

Illus.—Piece of boiled meat.

Biceps of arm.

5. Fat—stored up food.

Soft cushion under lying skin.

6. Blood:

A red fluid, always in motion.

Pure blood goes to all parts of body comes back impure.

Arteries—carry pure blood,

Veins—carry impure blood.

Heart—the force-pump.

Lungs: Take in air to purify blood.

Illus.—Blood flows from a cut. Veins of hand. Feel heart—beat. Breathe air into lungs.

7. Bones—hard framework.

Flesh soft—bones keep body in shape.

*Copyright, 1897, by Clarabel Gilman.

- Protect vital organs { Skull.
Spinal column.
Ribs.
Hip-bones.
- Something hard for muscles to pull on: { Arm bones.
Leg-bones.
- Joints. { Imagine having no joints.
Motion at joints. { Fingers.
Wrist.
Elbow.
Shoulder.
Head on neck.
- Illus.*—Feel bones of hand and head. Each pupil find spine, ribs, hips. Move joints named.
8. *Brain and Nerves*:
Used in thinking, in guiding motions of body, etc.
All parts of body must work together.
Brain sends directions over nerves
Nerves carry messages to brain and from it all over body.
Illus.—Any physical exercise recently learned by the class.

II. INTRODUCTORY TO FOOD LESSONS.

1. *Living body moves*—never still long at one time.
When it moves, its parts work.
When it moves, it is warm.
To keep up motion and heat, it must have *food*.
To keep it in repair it must have *food*.
Illus.—Steam engine must have fuel, and sometimes must go to repair shop. Body repairs itself.
2. *Food must supply*:
Heat.
Strength, or power to do work.
Material to build up { Skin.
Muscles.
Fat.
Blood.
Bone.
Brain and Nerves.
3. *Many kinds of food*:
All but meat very different in appearance from tissues of body.
All composed of some of the very substances of which the body consists.
Food is changed in mouth and stomach so as to be taken into the tissues, *i. e.*, digested.
Illus.—Breakfast of oranges, oatmeal, eggs, bread and butter, and a glass of milk, all very different in outward appearance from the bodily tissues, yet all furnishing material to help in the repair of those tissues and to give heat and strength.

The Little Maid's Reply.

(A true incident.)

The little maiden opened wide the door
To let the honored Washington depart;
The great-souled general, her mother's friend—
The first in war, in peace, in every heart.

"A better office to you, dear," said he,
And placed his hand benignly on her head.
With curtsy quaint and reverent, smiling glance—
"Yes, sir; to let you in," she archly said.

—Chas. Lee in *St. Nicholas*.

Puzzled.

There lived in ancient Scribbletown a wise old writer-man
Whose name was Homer Cicero Demosthenes McCann.
He'd written treatises and themes till "For a change," he
said,
"I think I'll write a children's book before I go to bed."
He pulled down all his musty tomes in Latin and in Greek;
Consulted cyclopedias and manuscripts antique,
Essays in anthropology, studies in counterpoise—
"For these," he said, "are useful lore for little girls and
boys."
He scribbled hard, and scribbled fast, he burned the mid-
night oil,
And when he reached "The End" he felt rewarded for
his toil;
He said, "This charming children's book is greatly to
my credit."
And now he's sorely puzzled that no child has ever read it.
—Carolyn Wells in *St. Nicholas*.

Penmanship.

Vertical Writing III.

By ELMER W. CAVINS

THE SPECIAL METHOD.



SINCE the main work of learning to write is practice, does it make any difference as to whether we work on small letters or capitals; upon certain letters rather than others?

My idea is that we should give our first and greatest amount of practice to the small letters, since they are used many times more frequently than the capitals; and furthermore we should most thoroughly master those parts of letters which are repeated the greatest number of times in the alphabet.

The average student or teacher who has not examined the letters to discover elements of similarity in them is generally surprised on learning how many exist. Letters should be grouped for practice on a basis of their similarity. When skill in making one letter of any group is acquired it will serve in making each of the others of that group. It is a good plan for the teacher to write the alphabet on the board and let the pupils assist in classifying, by designating the letters which resemble one another in any of their parts. The common principles furnish bases for classification, also the features to which should be given special attention and effort.

The classification given in cut seems to me a natural one, and one which answers the purposes stated. Certain letters which are repeated in more than one class are made up of principles common to the greatest number of letters, and therefore may be

(1) i u w t - (2) n m v x p h y z
(3) l b h k f - (4) c o a d g q
(5) j y q z - (6) w r b - (7) e r s.

taken as types. For instance, four letters, *a*, *d*, *g*, and *q* have the oval of *a*; four, *j*, *y*, *g*, and *z*, have the lower loop; but *g* has both. It may be regarded as a typical letter. Master it and you have the requisite skill for a large part of the letters named. Similarly you will notice that *w*, *h*, *b*, and *y* are also types; but since we may drop *b* and *y* from the number and lose none of the elements, we retain only *w*, *h*, and *g*. In these are the elements which make up almost the entire alphabet. But these types are not the simplest letters of their classes; better take *u* before *w*, *l* and *n* before *h*, *a* and *j* before *g*. The idea is that all the elements in the types should be fully mastered.

In order to write well, one must know the forms of letters and must have the skill necessary to produce them. Of these two necessities that of acquiring the skill requires by far the greatest amount of time and labor. *Drill for skill* should be the motto; and it should be remembered that *aimless* drill is of no value. To *improve*, the student must put brains into his practice; if he does not try to eliminate his faults, the drill will only fix them more firmly.

The effectual worker will narrow his aim to one point, whether following the *general* method or the *special*, and keep that always in upper consciousness until results are secured. He will adopt Paul's text: "This one thing I do." At first he will not be able to do it well, but if he pays in the coins of patience and perseverance the price of success he shall have it. The great obstacle I find in the way of many students is that they expect results too soon, and not getting them they become discouraged or tired and quit before anything is really accomplished. Such futile efforts are not only wasted, but they are detrimental to the character of the individual.

The Forum.

This department is intended for the free discussion of educational questions and often views may be expressed in the letters which THE SCHOOL JOURNAL cannot indorse, but which are thought-provoking and interesting enough to be worth the space they take up.

Myths for Children.

I have been greatly interested in the articles lately published in THE SCHOOL JOURNAL relative to the myth, especially the one on "The Santa Claus Myth," on January 9. For some time I have kept my eyes and ears open to the effects of myths, fables, and legends upon children, and what I shall say are my conclusions from experience with children.

My particular attention was called to the subject by a question asked by a little child on one of my visits to a school where the teacher had just been giving a myth. The question was, "Is this a true story?" The expression on the child's face on receiving the answer called to my imagination the inner feelings of the people who had put their confidence in a certain boy who cried "Wolf! Wolf!"

The same week another child said at home, when talking about these stories, "They are nothing but lies anyway." My own little girl passed several restless nights, awakening several times and calling for mamma, before I discovered that the ghost of a mythical hero was usurping the hours designed for rest and making her nervous and irritable.

I might give a great many instances similar to the above, if space would permit. The vivid remembrance of many terrible sleepless nights in my own childhood (unless as a child I was different from other children) only strengthens my convictions that the myth craze is but an epidemic of monomania.

Think of a teacher's telling her pupils that the stars are but missiles for stoning the Devil, and at one time he got a good pelting. This was proper because it was a myth of our Semitic relatives; but the following was not worthy of mention—

"Silently one by one,
In the infinite meadows of Heaven,
Blossomed the lovely stars—
The forget-me-nots of the angels."

This teacher had no use for pure literature from modern times; but as a devout disciple of the culture epoch theory concluded that nothing but pagan riddles—the language of primitive man, who knew nothing of science or nature, was the proper food for the little heathen.

I asked this teacher (and by the way, she does not live in Vineland) these questions: "Did not these primitive peoples believe these myths?" "Did they not want to tell the myth?" "Was not the primitive mind, when it propounded the myth, seeking light and truth, just as much as we are, and just as much as our children are?" "Shall we teach our children what we think is true or what our barbaric ancestors thought was true?" "Need we go back to the beginnings of civilization for beautiful thoughts or for stimulus to healthy imagination?" "One of the best authorities on myths gives this definition—'A myth is an explanation, by the uncivilized mind, of some natural phenomenon.'" "If you were anxious for knowledge of a thing, would you seek the uncivilized and uneducated for satisfying your mental cravings?" "Do you think the child wants to?" "Do you remember Rousseau said, 'This sort of stories are not only dangerous as to morality, but they are most mischievous as to knowledge. They trade upon the impossible and contradict the obvious truths of experience?'" "Do you recall the statement of Froebel that 'to be especially effective and penetrating story telling should be connected with events of real life'?"

Perhaps I might have continued these questions until the epoch had arrived for feeding the physical, had not this teacher interrupted by saying, "It is not the content of the myth but the form that we are teaching."

This blow entirely derailed my course of reasoning and I had to jump aboard another line and said, "Must we go back 4,000 years (or 7,000, now, I believe) to find literary material that has the 'correct form' that you speak of, or to find literature that will

be the proper food for the finer imagination, and which will leave a pleasant, ennobling, virtuous picture or impression on the child's mind?" "Do you consider it worth anything when Max Müller says, 'The myths would be but ridiculous and contemptible tales, foolish and wicked could we not sweep away the dust that conceals their real meaning?'" "Do you know by *experience* or by *theory* what the child really gets from these myths and fables?"

"Let me tell you the experience of a boy whom I have known quite intimately for some odd years." "He was told the fable of the Fox and the Crow." "What did he see in this but cunning and deceit?" "The moral was too far fetched to make any impression." "He was told the fable of the deer that got entangled by his horns and then a lion pounced upon him and ate him up." "Ugh!" "What a pleasant picture!" "What a force this fable has in teaching love for fellow creatures!" "That boy has concluded that as a boy he has little use for the fables, as a man, he may enjoy and understand them aright."

"This same boy was told Jack and the Beanstalk (and he was told that this had the sanction of some great authorities, and one other from Detroit). "In this story two thoughts stood out prominent to his mind." 1. "The idea of Jack's stealing the harp and the hen that laid the golden egg, which was (of course) a great factor in his moral training." 2. "The senselessness of Jack's trading his cow for a handful of beans and the wrath of his mother as she cast them out of the window, was a very inspiring thought."

This teacher was now getting in touch with the subject and, standing on her dignity, replied, "The kind of stories that I teach mostly are 'Jack, the Giant Killer,' 'Sinbad, the Sailor,' and such as are found in that wonderful magazine, *St. Nicholas*. It made me feel bad to hear her say that—it did, indeed; because I did not wish to say any disparaging things about such a magazine as the *St. Nicholas*. But I could not refrain from my hobby by asking her just one question. "To tell the child of the evil deeds of the great giant, or of the wonderful, impossible feats of the genii, are we not preparing his mind as fast as we can for the sensational dime novel, which deals with just such unnatural, impossible deeds and (?) heroes?"

I was glad that she turned the subject by saying, "I have just been reading about that great writer—Eugene Field. His life was so childlike and he was so wrapped up in fairy stories, stories of goblins, genii, and witches. His wife says that he more than half believed in witches and hobgoblins." "Yes," I said, "and do you remember that his wife says that even to his death he was afraid to go into a dark room?" "Do you think that we ought to teach our pupils to prepare them for the practical realities of life?" "Have you ever read about the ghost of Mauricetown (Stockton's Stories of N. J.), and about the Salem Witchcraft and about the trial by ordeal, etc., etc., and did you ever think how many of these superstitions of the people are imparted to them in childhood through the myth, fairy story, and fable?" "Did you ever study the great number of superstitions of your neighbors and do you know that nine-tenths of them can be traced back to the myth making epoch?"

The teacher said that she had a rather engagement on file and I left her to the reveries of a ——. When I reached home I wrote that teacher a letter giving her a piece of my mind, in substance, that she should teach the plain, simple truth and rely upon pure literature for training the finer imaginations. Notwithstanding that forty-one authors who have recently written works on myths and fairy stories for children say in their prefaces, that our teaching is becoming too practical, too prosaic, too cold, too realistic, that the finer imagination for the creation of art and literature is being stifled—withstanding all this, I would have you weigh with the finest scales the content of these myths and fairy stories and teach none but will make your pupils better morally, spiritually, mentally, and practically. "I will give my approval to such as 'Rip Van Winkle,' 'Hiawatha,' 'Barefoot Boy,' 'William Tell,' 'Santa Claus,' and 'Llewelyn's Faithful Dog,' which has caused many a child to shed tears of pain, but which leaves the heartstrings tuned to a higher pitch of sympathy for our fellow creatures."

"Don't believe me a pessimist from the questions that I have asked you. I look upon the bright side of life and thoroughly believe that the very best, purest, and most ennobling that we can bring to the child is none too good for the molding of his plastic soul. And I also believe that in selecting for the child we need to rely more upon *common sense* and *experience* than upon the philosophical theories."

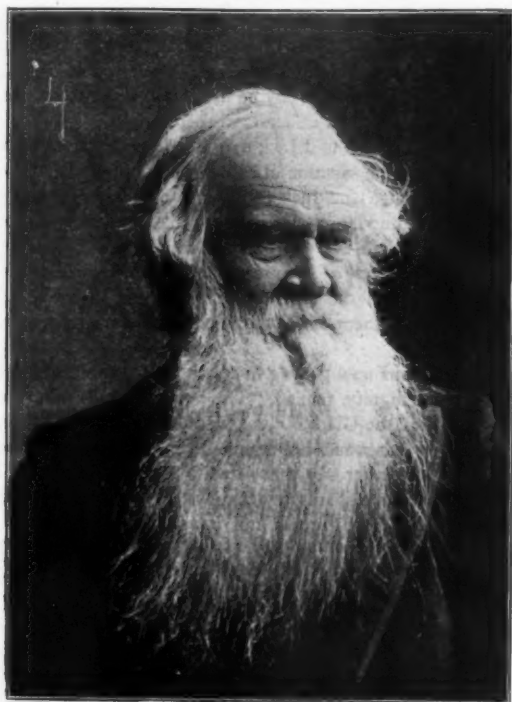
H. J. WIGHTMAN, Superintendent of Schools,
Vineland, N. J.

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING JANUARY 23, 1897.

We have living among us yet one of the pioneers of education, who helped with Horace Mann to lay the foundation of the glorious structure which has risen here in America during the past sixty years. The educators of America delight to honor Henry Barnard as one who,



DR. HENRY BARNARD.

Whose eighty-sixth birthday will occur on January 25. See page 114.

This plate was made from the latest and best portrait obtainable.

without reward, or expectation of any, gave himself wholly to the task of improving education when there were few or none to second his efforts. His birthday which occurs on the first day of next week, Jan. 24, will be observed in many schools on Monday, the 25th. It is right that educators should keep his name in remembrance; they honor themselves in honoring him.

The indications are that the agitation begun in THE SCHOOL JOURNAL for the establishment of a national standard of professional qualification for teachers and the issuance of national life certificates to all who meet these requirements, will soon be taken up in State Teachers' Associations. Supt. C. B. Gilbert, who has a national reputation as being one of the most progressive among the progressive leaders in the movement for professional advancement, with a quick eye to the importance of the subject, has set aside a special round table of the Department of Superintendence for its discussion at Indianapolis next month. The plan, of which a rough outline was published in these columns on January 2, is feasible, and no matter what obstructions may have to be met before it is adopted, it can be gotten under way. The sooner this matter assumes some practical shape the better for the schools of this country and—their teachers. "National teachers' certificates"

is the watch-word; "professional ethics" and "the dignity of the teacher's office," etc., are subjects that will take care of themselves after we really have a profession.

The "teachers' examinations" so-called, as conducted in various localities, have apparently no other purpose than to freeze out some of the applicants for positions, regardless of their fitness for the work. It is, in other words, merely a scheme of reducing the lists in a way to make the appointment and promotion of teachers least embarrassing to the powers that be. Failure does not mean that the candidate is unfit, nor does success signify that he is qualified. How ludicrous all these things will appear when we have once settled upon a professional standard! "Spelling, 100; history of education, 85½; music, 10; drawing, 10; grammar, 35½; composition, 100; literature, 92½; mathematics, 34½; school management, 100; psychology, 66½; science and art of teaching, 91½; chemistry, 21½—average 62½—necessary 80—failed." Burlesque? Nothing of the kind; the examiners look very serious and oh! so dignified. The future student of the history of education will find these "examinations" most amusing and the reminiscent after-dinner speaker will drive dull care away with descriptions of them. Let the attack begin and keep it up till we can say *delenda est*.

Here we have the outlines of a biography: A well-educated young woman, daughter of a New York farmer, married at the age of eighteen; her husband died within a year leaving her about penniless with a babe; the death of her father and sale of the old homestead followed soon, and she began to work as a servant. A teachers' institute was held in the vicinity and at the invitation of a former schoolmate, who was a member, she attended one lecture and was inspired with the idea that she had qualities in her that would make her a teacher. She began to review her studies at night; one of the daughters of the family, a graduate of a normal school, was preparing for a teachers' examination in Brooklyn, and the two quizzed each other. She ventured to take the "Uniform Examination" and secured a "third grade" certificate. Finding a home for her child she obtained a school and set to work to get a "first grade" certificate. She applied to a town board and presented strong letters testifying to her former success, her scholarship, and her love and knowledge of children; she obtained a place at \$60 per month. What was the secret of her success? She entered the school-room as a *student* and filled with a love of children. That was nine years ago; since then she has gone to a higher post, and she is still a student and her love of children is as strong as ever.

In New York city, special examinations are held for candidates for principalships. Promotion from the ranks to these posts without examinations, upon the recommendation of the board superintendents, is no longer practiced, though it would seem to be the only rational course. One effect of the change is that many of those who are in line of promotion are using every moment of their spare time to prepare for the great ordeal; they run to lectures of all sorts, spend their hard-earned money on "coaches" who make it a business to produce "qualified" principals, swallow book after book, and pour over question-books. Meanwhile the schools are suffering. Teachers are exhausting their energies on matters that do not benefit their pupils. Do the superintendents know this?

Topics of the Times.

Cabinet making has been going on briskly lately, yet so reserved has Mr. McKinley been on the subject that very little definite information has reached the public. It is stated positively, however, that Senator John Sherman has accepted the position of secretary of state. Many names are under discussion for the other positions.

Director Walcott, of the Geological Survey, has made a report of the work of an expedition to determine the gold and coal deposits along the line of the Alaskan coast. They found a gold belt 300 miles in length in Alaska, which enters that territory near the mouth of Forty-Mile creek and extends westward across the Yukon valley at the ramparts. It is thought that quartz mining can be carried on throughout the whole year in this region. Hard bituminous coal was found in rocks along the river. The director recommends that a map of the gold and coal areas be made.

A peculiar question has been raised by the appearance of the stamps of the so called Cuban republic in the United States mails. Shall such stamps be recognized by the post-office department, as the United States have not recognized Cuba's independence? Our postal laws require only that stamps be properly cancelled and the envelopes containing mail matter bear the postmark of a regular post-office. These regulations have been complied with so far as the department knows, and it knows nothing about the post-office stamped on the envelope, except that it is in Spanish territory, and Spain is in the international postal union.

The Anglo-American general arbitration treaty was signed at Washington, January 11, by Secretary Olney and Sir Julian Pauncefote, the British ambassador. The American copy was sent to President Cleveland and by him sent to the senate for ratification. There it will be thoroughly discussed and will encounter considerable opposition.

It is reported that Lord Salisbury in agreeing to the arbitration treaty had in mind its effect on the other side of the water; in other words, that he is using American influence to awe Europe. Many people in England believe that it is a mere preliminary to a full offensive and defensive Anglo-American alliance. The treaty is not ratified yet and there is a disposition on the part of some of the senators to balk. They should not allow their personal dislike of the president to induce them to defeat the greatest treaty of the century.

The plague in the city of Bombay is growing worse every day. Nearly half of the population of the city have fled to escape death. Thousands of those who leave the city, having nothing on which to support themselves in the country, fall victims to the slower death from starvation. The Mohammedan cemeteries are overcrowded, and it is impossible to find men enough to dig graves and bury the dead. The Eurasians, those of half native and half foreign parentage, enjoy comparative immunity from the disease, while Europeans seldom take it.

A Swiss mountain guide has succeeded in reaching the summit of Mount Aconcagua in the Andes, a feat never before accomplished. The height of the mountain is claimed to be 24,000 feet above the level of the sea, but, according to Prof. Guyot, its altitude is 22,422 feet. Aconcagua is, however, the highest mountain in the Western Hemisphere, and there are only eight other known mountains in the world that exceed it in altitude.

John Charlton, a Liberal member of the Canadian parliament, is now in Washington on business connected with the trade relations between Canada and the United States. He says that recent changes in the government of Canada have brought the question of reciprocity forward. The Liberal party in Canada has always favored more intimate trade relations with the United States. Hon. Wilfred Laurier, the new premier, ardently hopes for more intimate and friendly relations with his neighbors on the south.

News has just been received of the blowing up of a Spanish gunboat at the mouth of the Cauto river in East Cuba with a torpedo and the defeat of the Spanish land forces there. Gen. Gomez is marching toward Havana and burning the cane fields as he goes. In every province there is guerrilla fighting, and the Spanish seem to be no nearer the pacification of the island than they were a year ago.

The electors chosen on November 3 met Jan. 11, at their respective state capitols and cast their votes for the presidential candidates of their choice. The total vote of the country was 13,923,643, or an increase of 1,769,101 over four years ago. This was a gain of more than 10 per cent. Part of it, as in Colorado, whose vote increased from 92,000 in 1892 to 189,000 in 1896, was

due to the granting of suffrage to women. The slight increase of the new states of the Northwest was noticeable.

During 1897 exploration of both the north and south polar regions will go on with increased vigor. Andree will again try to reach the north pole with his balloon. A Frenchman has devised a boat that will dive under the ice floes and skim over the open water wherever there is any. Nansen, who reached the latitude of 86° 14' in 1896, it is thought will make another trip to the north this year. Since it has been proved that life once existed on that antarctic continent and it is not so desolate as it was thought to be, exploration of that quarter has been stimulated. A party of Londoners propose to send out an exploring expedition and pay its way by gathering guano.

The Old School-House.

Set on a rounding hilltop
And weather-stained and gray,
The little mountain school house
Looks down on the lonesome way.
No other dwelling is near it,
'Tis perched up there by itself,
Like some old forgotten chapel
High on a rocky shelf.

In at the cobwebbed windows
I peered, and seemed to see
The face of a sweet girl teacher
Smiling back at me.
There was her desk in the middle,
With benches grouped anear,
Which fancy peopled with children—
Grown up this many a year.

Rosy and sturdy children
Trudging there, rain or shine,
Eager to be in their places
On the very stroke of nine.
Their dinners packed in baskets—
Turnover, pie, and cake,
The homely toothsome dainties
Old-fashioned mothers could make.

Where did the little ones come from?
Fields green with aftermath
Sleep in the autumn sunshine,
And a narrow tangled path
Creeping through briar and brushwood
Leads down the familiar way;
But where did the children come from
To this school of yesterday?

Oh, brown and freckled laddie,
And lass of the apple cheek,
The homes that sent you hither
Are few and far to seek.
But you climbed these steeples like squirrels
That leap from bough to bough,
Nor cared for cloud or tempest,
Nor minded the deep, soft snow.

Blithe of heart and of footstep
You merrily took the road;
Life yet had brought no shadows,
Care yet had heaped no load.
And safe beneath lowly roof-trees
You said your prayers at night,
And glad as the birds in the orchard
Rose up with the morning light.

Gone is the fair young teacher;
The scholars come no more
With shout and song to greet her
As once, at the swinging door.
There are gray-haired men and women
Who belonged to that childish band,
With troops of their own around them
In this sunny mountain land.

The old school stands deserted
Alone on the hill by itself,
Much like an outworn chapel
That clings to a rocky shelf,
And the sentinel pines around it
In solemn beauty keep
Their watch from the flush of the dawning
Till the grand hills fall asleep.

—Margaret E. Sangster, in *The January Cosmopolitan*.

Important Announcements.

Dr. Barnard's Birthday.

The arrangements made at Hartford, Conn., for the celebration of Dr. Henry Barnard's eighty-sixth birthday, on January 25, include literary exercises and a banquet in recognition of his great work in behalf of the public schools. Mr. S. P. Willard, who is secretary of the committee appointed by the Connecticut State Teachers Association to take charge of the festivities, writes as follows:

Dr. Henry Barnard, of Hartford, Conn., who formulated the legislative basis of the state and city school organization of today, who was the first secretary of the state board of education, founder of the first normal school of the state, the first United States commissioner of education, and a pioneer and missionary combined of the New Education, will be eighty-six years old the 24th of this month. On the following day, Monday, Jan. 25, there will be held in the city of Hartford a meeting of the representative educators of the state and nation whose program has been carefully formulated to suitably celebrate the occasion and do justice and honor to this worthy man.

The state board of education seconded by the State Teachers' association, and having the hearty co-operation of the citizens and teachers of Hartford, has secured the following speakers for the occasion:—

Dr. Wm. T. Harris, United States commissioner of education, Washington, D. C.
James L. Hughes, inspector of schools, Toronto, Canada.
Col. Francis W. Parker, principal Chicago normal school.
Prof. Chas. K. Adams, president of University of Wisconsin.
Rev. Thos. J. Shahan, D. D., Catholic university, Washington, D. C.
Prof. William G. Sumner, Yale university.
Hon. D. N. Camp, New Britain.
Prof. P. R. Pynchon, Trinity College, Hartford.
Mr. Richard Burton, of the *Hartford Courant*.
Rev. C. D. Hartnaff, president, Theological seminary, Hartford.

It is expected that other eminent educators from New York, Boston, Baltimore and Springfield will be present and participate in the exercises.

Mayor Preston for the city, and Governor Cooke, in behalf of the state, will welcome the guests, and the high school choir, under the leadership of Professor Irving Emerson, and a double quartet from the Yale Glee club, will render the music.

There will be a forenoon and afternoon session, and a banquet in the evening at which the literary exercises will be continued in the form of responses to toasts by the distinguished guests. The price of the tickets for the banquet is \$2.00, and it is earnestly desired that all who expect to attend will communicate with Mr. C. D. Hine, chairman of committee of arrangements, Hartford, at their earliest convenience, that the managers may know for what number to provide.

All are cordially invited. The morning session will be held in Representatives' Hall, at the capitol, Hartford, Conn.

A. I. I. at Montreal.

The American Institute of Instruction will meet at Montreal, July 9 to 12. Aside from the meeting, Montreal offers great attraction in its natural beauties and historical associations. Railroad, boat, and hotel rates will be as low as possible.

A New Schoolmasters' Club.

The principals of Jersey City and Newark have recently formed an organization to be known as the "Schoolmasters' League of New Jersey." They have adopted a constitution which declares the object to be "the professional advancement of its members." Membership is open to "male teachers of approved standing of the public schools of New Jersey." The president is Prin. Geo. H. Linsley, of Jersey City.

Meeting of Teachers

The seventh semi-annual meeting of the New York State Art Teachers' Association will be held in Brooklyn, N. Y., Friday and Saturday, February 26 and 27, 1897, at the Art building, 174 Montague street. The program will be announced in THE SCHOOL JOURNAL as soon as it is completed. The president of the association is Mr. Walter S. Goodnough, supervisor of drawing in Brooklyn. Miss Gratia L. Rice is vice-president and Miss Elizabeth A. Herrick, of New York, secretary and treasurer. The association meetings are always highly enjoyable and profitable, and teachers of art in New York and neighboring states will find it worth their while to attend them regularly.

Miss R. Anna Morris, who has charge of the instruction in reading and physical training in the primary and normal depart-

ments of the Cleveland schools, is widely known as a valued institute instructor. She has planned a new series of talks on "Health Culture in the School-Room," which will be given at various institutes this summer.

Fifty Dollars for a Kindergarten Exercise.

The Patria club, of New York, desires to obtain a brief course or outline of work in such form that it can be distributed among kindergarten teachers for use in teaching and training their pupils in intelligent patriotism. To that end the club offers a prize of \$50 for the best exercise submitted to its prize committee.

Competitors are free to exercise their originality and ingenuity, but the following suggestions as to the ground that might be covered may prove helpful:

1. THE HISTORICAL GEOGRAPHY OF THE UNITED STATES.
(a) By use of sand tanks, with bits of looking glass for water, there might be shown the places where the founders of America landed.
(b) About each landing place simple stories might be told, explaining who the people were and why they came; e. g., the Dutch, Huguenots, Puritans, and Pilgrims.
2. COLONIAL HISTORY.
Geographical work as above, and stories of eventful occurrences leading up to the Revolutionary war.
3. THE REVOLUTIONARY WAR.
Geographical work and stories of some of the salient points, as Lexington, Concord, Valley Forge, Treason of Benedict Arnold, Surrender of Cornwallis.
4. DECLARATION OF INDEPENDENCE. ILLUSTRATED.
5. MAKING OF OUR FLAG.
Its meaning.
6. SALUTE TO THE FLAG
7. LESSONS FROM THE LIFE OF WASHINGTON
This point may be covered in the development of the preceding points.
8. DUTIES OF THE CITIZEN.
(a) Home duties affecting public good.
(b) Business. Sacred character of contracts; i. e., the importance of keeping a promise.
(c) Suffrage. Why it is a duty to vote.

These are only suggestions. The competitors will doubtless greatly improve this outline and make one that will prove more practicable.

It is desirable that a class be trained in the exercise that wins the prize, so that the committee may see a demonstration of the work of the outline.

The outline should be sent in by March 15, 1897, to

DR. J. WINTHROP HEGEMAN,
Riverdale, New York City.

A Lecture by Calvin Thomas.

The next meeting of the "German Special Teachers' Association, of New York, will be of unusual interest. Prof. Calvin Thomas, of Columbia college who as the successor of the late Prof. Hjalmar H. Boyesen, will give a lecture on "Weimar of To-day and Its Classical Reminiscences."

Prof. Thomas was formerly connected with Ann Arbor university. Two years ago he spent five months in Weimar studying and ransacking the Goethe museum which was established some years ago and contains innumerable manuscripts and relics, interesting to the lovers of the great German poet. He is also president of the "Modern Language Association."

The meeting will be held on the last Thursday of the month, January 28, at 4 P. M. at the College of the City of New York, 23d St. and Lexington Ave., and every teacher, interested in the subject or the speaker, will be welcome. C. HERZOG,

President, German Special Teachers' Association.
New York City.

Turnerbund Meeting.

The Nord-Amerikanischer Turnerbund, or North American Gymnastic Union, will hold its great four-year festival in St. Louis, May 6, 7, 8, and 9. This society has been the means of introducing the subject of physical training into nearly one hundred large cities of the West, and maintains at Milwaukee, the oldest and best equipped normal school of physical training in the country. The great fest will include 16,000 active participants in its gymnastic display, which will eclipse that of '93 at Milwaukee and Chicago in the fair grounds. Among the exercises will be one by 4,000 public school children under Mr. Wm. A. Stecher, the physical director. The Bund at each four-year Fest chooses a committee of observation. The committee chosen are Dr. Dudley A. Sargent, of Harvard university, Dr. Edward N. Hartwell, physical director of Boston schools, Mr. Chr. Eberhard, of the Boston Athletic Club, Dr. F. E. Leonard, of Oberlin college, and Miss Ellen Le Garde, physical director of the Providence public schools.

Miss Le Garde is the first woman to be chosen as a member of the observation committee. Her work is conducted on the broad lines of German teaching. In addition to her regular work she has for years been trying to secure an out-door park gymnasium, after the plan of those in German cities, and it is probably due to this fact that she has been asked to serve on the committee at this year's festival of the Turnerbund.

Department of Superintendence, N. E. A.

President: Supt. C. B. Gilbert, Newark, N. J.
First Vice President: Supt. A. B. Blodgett, Syracuse, N. Y.
Second Vice-President: Supt. W. S. Sutton, Houston, Texas.
Secretary: Supt. Lawton B. Evans, Augusta, Ga.
Executive Committee: Officers of the Department, and (*ex-officio*) Dr. Irwin Shepard, secretary N. E. A., Winona, Minn.

Program of the Annual Meeting.

To be held at Indianapolis Feb. 16, 17, and 18, 1897.

Tuesday Morning, Feb. 16 1897. - 9:30 O'clock.

Opening exercises and matters of business.

Report of committee appointed at Jacksonville, in 1896, on "Plans to Collect Data Concerning Methods and Courses of Work in Primary Schools tending to Promote a Vital Connection Between School Studies and the Educational Development of the Child and of Man."—W. N. Hailmann, U. S. Supervisor of Indian Schools, *Chairman*. (30 minutes.)

Paper on the above report.—State Superintendent N. C. Schaeffer, Pennsylvania. (30 minutes.)

Discussion (speeches limited to 10 minutes each); led by Dr. Edward R. Shaw, Dean of New York University, School of Pedagogy New York city.

Tuesday Afternoon. - 2:30 O'clock.

ROUND TABLES.

"Child Study," conducted by Prof. M. V. O'Shea, School of Pedagogy, University of Buffalo, N. Y.

Round Table of County Superintendents, conducted by Supt. Will H. Senour, of Franklin County, Brookville, Ind.

"College Entrance Requirements," conducted by Dr. A. F. Nightingale, Superintendent of High Schools, Chicago, Ill.

"National Teachers' Certificates," conducted by Ossian H. Lang, managing editor of THE SCHOOL JOURNAL and EDUCATIONAL FOUNDATIONS, New York city.

Tuesday Evening. - 8 O'clock.

Address. (Subject and speaker not yet announced.)

Address, followed by reception for visitors and citizens.

Wednesday Morning. - 9:30 O'clock.

Appointment of committees.

General subject: "SUPERVISION."

(a) "The Province of the Supervisor." Supt. L. H. Jonts, Cleveland, O. (30 minutes.)

(b) "Supervision as Viewed by the Supervised." Miss Sarah L. Brooks, Supervisor of Kindergartens and Primary Schools, St. Paul, Minn. (30 minutes.)

Discussion; (speeches to 10 minutes each); led by Supt. C. F. Carroll, Worcester, Mass., Supt. John W. Carr, Anderson, Ind., Supt. Frank B. Cooper, Des Moines, Iowa.

Wednesday Afternoon. - 2:30 O'clock.

ROUND TABLES.

"Public Libraries and Public Schools," conducted by Secretary Melvil Dewey, State Board of Regents, Albany, N. Y.

"Summer Sessions and the Arrangement of the School Year," conducted by Supt. Orville T. Bright, Cook County, Ill.

Round Table of State Superintendents, conducted by State Supt. John R. Kirk, Jefferson City, Mo.

"The Three R's," conducted by Dr. J. M. Rice, New York city.

Wednesday Evening. - 8 O'clock.

An Illustrated Lecture "Music in Education."

Wm. L. Tomlins, Chicago, Ill.

Thursday Morning. - 9:30 O'clock.

Report of Committee on Nominations.

General Subject, "SOCIAL PROBLEMS OF THE SCHOOLS."

(a) "The Correlation of Educational Forces in the Community."—Supt. Samuel T. Dutton, Brookline, Mass. (30 minutes.)

(b) "The Relation of Citizens and Teachers."—Miss Ida C. Bender, Assistant Superintendent of Schools, Buffalo, N. Y. (20 minutes.)

(c) "The Proper Use of School Houses."—Supt. Aaron Gove, Denver, Col. (20 minutes.) Discussion (speeches limited to 10 minutes each), led by Supt. R. H. Halsey, Binghamton, N. Y., State Supt. E. B. Prettyman, Maryland; Supt. J. A. Shawan, Columbus, Ohio.

Thursday Afternoon. - 2:30 O'clock.

ROUND TABLES.

Round Table of the Herbart Club: "Training to Citizenship," conducted by Prof. J. W. Jenks, Cornell university.—Discussion (speeches limited to 10 minutes each); led by Prof. Edmund J. James, University of Chicago; Prof. C. C. Van Lie, Illinois State normal university.

"The Essentials of a Course of Study," conducted by Supt. C. G. Pearce, Omaha, Neb.

Round Table of City Superintendents, conducted by State Supt. O. T. Corson, Columbus, Ohio.

"School Sanitation," conducted by Assistant Supt. A. P. Marble, New York city.

Thursday Evening. - 8 O'clock.

General Subject: "ART IN EDUCATION."

(a) "Art as Related to Education."—Dr. W. T. Harris, U. S. Commissioner of Education, Washington, D. C. (30 minutes.)

(b) "Teaching Art in Schools"—Col. Francis W. Parker, President Chicago normal school. (30 minutes.)

Discussion (speeches limited to 10 minutes each); led by Supt. W. H. Maxwell, Brooklyn, N. Y.; Supt. J. H. Phillips, Birmingham, Ala.

The following arrangements have been made as to hotel rates and accommodations;

DENNISON:—

Best single room with bath,	\$4.00
" " with " " " " " " " " " " " "	3.00
" double " with " " " " " " " " " " " "	3.50
" " " without " " " " " " " " " " " "	2.50

GRAND (headquarters of the Department):—

Best single room with bath,	\$3.50
" " without " " " " " " " " " " " "	3.00
" double " with " " " " " " " " " " " "	3.50
" " " without " " " " " " " " " " " "	3.00

BATES:—

Best single room with bath,	5.00
" " without " " " " " " " " " " " "	3.00
" double " with " " " " " " " " " " " "	3.50
" " " without " " " " " " " " " " " "	3.00

Small single room,

ENGLISH:—	
Best double room without bath,	2.00

SPENCER:—

Best single room with bath,	3.00
" " without " " " " " " " " " " " "	2.00 to 2.50
" double " " " " " " " " " " " "	2.00

The railroad rates will be one fare and a third for the round trip, on the certificate plan.

National Educational Association.

The program of the department of physical culture is not yet completed, but Miss R. Anna Morris, who is the president of this department, has favored THE SCHOOL JOURNAL with the following advance notices:

Dr. J. M. Green, principal of the New Jersey State normal school, will present "The Normal Plan of Introducing Physical Training into the Public Schools."

College Athletics will be discussed.

Professor Carl Kroh, of the Chicago normal school, will explain the German system of gymnastics.

Mrs. Frank Stuart Parker, the wife of Col. F. W. Parker, will give a paper on "Delsarte in Physical Education."

Dr. Krohn, of the University of Illinois, will read one of his excellent papers on some phase of the "psychology of body training."

Special attention will be given to the progress of public school gymnastics, and a number of the physical directors in various parts of the country will be asked to outline their methods.

The North American Gymnastic Union has kindly offered to give an exhibition. This will be a most interesting feature of the program.

Literature in the Schools.

NEW YORK, N. Y.—Mr. Charles Dudley Warner recently delivered an address before the Public Education Association on the subject of "Literature in the Schools," in which he dealt some hard raps at country school teachers and books intended for children's reading.

After speaking of the importance of an air of good breeding and refinement in the teacher he said:

"You can see what sort of citizens you get from the country schools, where they take anybody they can get for a teacher, and later you see them in the legislature. I sometimes think if one person of real character were placed in one of these rural neighborhoods she could lift up the whole neighborhood.

"This teaching of something higher in a literary way in the public schools is a matter of vital importance to us all. If all homes were places of refinement and spiritual elevation it would not be so important. I don't want people to be didactic and so full of information that they can't eat, but if there were some intellectual conversation at every meal there would be less need for literature in the schools.

"The principal object of the public education system, as I see it, is to make good citizens. To make them intelligent enough to vote and to read their ballot, and perhaps clever enough to count the returns, is the principal excuse for the state's interference in educational matters. The real idea is to make these citizens capable of making a living. But there is something more in education than this.

"I am willing to admit that it is a good thing that the people should be able to read, but I am not so very sure that it is necessary. The best of our literature comes down to us from a time when very few could read and write. But I suppose the world, as things are now, wouldn't go on very well if people were not educated.

"To open to a child the world of letters, to teach him to read and not tell him what to read is putting a dangerous weapon in his hands that may lead him to superficiality and mental dissipation. I myself think the habit of reading is most important. But there are some persons who sit and read all day, by daylight and candlelight, and it does no good.

"One great fault of the times is the habit of storing up literature in libraries. That's about as good as building a reservoir with no outlet. To irrigate a country the water must be spread abroad, not stored up. So with literature, to do any good it must go through the community.

"It is just as bad to put poor thought into a child as bad air. The most worthless stuff printed is the so-called children's literature of to-day. It is not necessary to start babies in on John Stuart Mill, exactly, but they should be given good, interesting, instructive matter."

Dr. Reinhart Returns to the High School.

PATERSON, N. J.—Dr. J. A. Reinhart, has resigned his position as superintendent of the schools, to accept the principalship of the high school of this city. He was formerly principal of the high school, but resigned to enter the ministry. In 1892 he was elected superintendent and was therefore serving his second term of three years.

Fire Drill Prevents a Panic.

BROOKLYN, N. Y.—The presence of mind of Miss De Monde, principal of school No. 3, prevented a panic among the pupils January 8. A pupil threw a lighted match into a waste paper basket, and the flames spread at once. Miss De Monde formed her pupils into line and had them file out as if going for recess. Meantime, the flames were put out.

New Mexico Educators.

ALBUQUERQUE, N. M.—Although New Mexico is isolated from the great centers of education she is not deprived of the blessed influence of earnest, intelligent, and progressive leaders in educational work.

The eleventh annual meeting of the Territorial Association was held at Socorro, December 28 to 31. The special lines of work taken up were "Needed Legislation on Educational Matters," "Courses of Study for Grades below the High School," "Indian Education," and "Child Study." There were many very able papers and discussions upon these subjects, and what was lacking in numbers, as compared to Eastern associations, was made up in the excellent character of the work.

A committee was appointed to perfect and work for the adoption of a uniform course of study for the entire territory. Prof. C. M. Light, of the Silver City normal, is at the head of this committee.

The papers that were published in full, because of their special value were those of "Drawing," by Prof. W. A. Tenny, "Child Study," by Miss Catherine Cameron and "English," by Miss Catherine Fields, all of Albuquerque.

The lecture on "Brains" by Prof. C. L. Herrick, of Socorro, gave evidence of a scholarly grasp of the subject, but the presentation was made so simple as to be appreciated by those who had not made a speciality of neurology.

The association will doubtless hereafter find a permanent home at Albuquerque, the largest and most centrally located city in the territory.

The retiring president, Prof. J. A. Wood, of Las Vegas, turned the gavel over to his successor, Prof. D. M. Richards, of Gallup, and the teachers in attendance returned, strengthened and refreshed, to their various fields of labor in distant parts of this great territory, as large in area as all New England with New York and New Jersey thrown in for good measure.

Maine Pedagogical Society.

LEWISTON.—At the recent meeting of the Maine Pedagogical Society which was held in this city (Supt. I. C. Phillips, of Lewiston, president), Child Study was discussed. Prof. Gro C. Purington, of the Farmington normal school, read a paper on "Child Study in the United States," in which he gave a history of the movement. Prof. W. H. Small, of Clark university, spoke on "Suggestion in Education," in which he described some experiments made in the schools of Norway and Westbrook in order to determine the degree to which pupils are open to suggestion on the sensory side. Labeled perfume bottles were placed on a table and a talk on perfumes given, after which a spray of distilled water was made with an atomizer. Out of 540 children 73 per cent. said they smelled the perfume. A similar test was made with distilled water, the children tasting for sugar, salt, and quinine. The point made was that pupils for self protection must learn about these sense defects, and consider everything before making judgments.

A study of more than 4,300 records of plays, industries, occupations, fads, and ceremonies of children, showed that the silent suggestion of environment affected the child's activity. It was shown that stuttering, hysterics, etc., spread rapidly in schools because of imitation.

Mr. Small said that the neuroses records show the necessity of removing from the public schools stutterers and nervous defectives, also the need of great care in teaching the early steps in reading. The industries, fads, and dramatizing of children emphasize the importance of the motor element in learning and justify an earnest plea to educators to give the dramatic instinct more room for expression in the schools.

"The method of teaching by suggestion calls for knowledge of child life, seeing eyes, clear perceptions of the relations of things, and the desire to give the best of what one has to his pupils. It does not despise drill or formal work. It knows that some things must be perfectly mechanized, but it selects these with the greatest care. It believes in class work, but sees that more time still is required for the needs of the pupil as an individual. In all work it aims to secure strength, balance, and independence of judgment through careful thought. It never loses sight of the charm of mystery. It tries to make the pupil see himself just as he is. It keeps close to nature. It is silent, patient, willing to wait for results. It helps to make the teacher unnecessary to the pupil. It makes the pupil master of himself."

ENTRANCE REQUIREMENTS FOR COLLEGES AND NORMAL SCHOOLS.

"Is College Preparatory English a Success?" was discussed by Pres. Chase, of Bates college, Prin. Cole, of the Bath high school, and Pres. Butler, of Colby college.

"Should Normal School Demand a High School Course or its Equivalent as a Requirement of Admission?" was treated by Principal Richardson, of the Castine normal school, who said if this was to apply to Maine he would reply in the negative, because such a requirement would shut out from the normal schools many of the teachers of the common schools. The standard of admission cannot be raised until the condition of the rural schools is improved. Mr. Richardson took as an illustration the present entering class of the Castine normal school.

"The class numbers 58; their average age is 20 years. Only six of the 58 have had the preparation equivalent to a high school course. Suppose we send the 52 home and keep the 6. Thirty-seven of the class are teachers, and 34 of these teachers would be rejected. Of these rejected one has taught 24 terms, one 19 terms, one 9, two 8, one 7, one 6, and the other 27 a less number of terms. One rejected is a superintendent of schools at home.

"Take the Castine school as a whole instead of the entering class and see what would result from adopting the plan proposed.

"We have in the school this term 180 pupils, of whom 120 are teachers. If this scheme were carried out we should send home 150, of whom over 100 are teachers, and we should have 30 left.

"These teachers from the rural schools know something of their deficiencies and are ambitious to do better work, therefore they enter the normal schools. They have not had the advantages of a high school course but they are willing to work. They cannot study the higher branches at home, but when they enter the normal school they can study method days and the subject matter nights, and they are willing to do it. They have good health, and they are, the most of them, young men and women who know what it is to work. They have had few advantages, and no decent school privileges, but they come with high ambition and a noble spirit; they are greatly in earnest, and the most offensive rule to them is not the one forbidding them to attend public halls, but that which requires them to go to bed at ten o'clock.

"Shall we say to them:—'You cannot enter the normal school to prepare yourselves better for teachers?' If normal schools are not for teachers will some one please explain what they are for, how so teachers may attend? But our standard of graduation is not low, and our course of study is such that bright students who are graduates of city schools find work enough to do. We say to these teachers, 'Come! and we will help you all we can,' but there is much to be done before you can graduate."

Prin. Sarah M. Taylor, of the Portland training school, spoke on "How Shall High School Courses Be Arranged to Meet the Needs of Normal Schools and Training Classes."

Miss Adelaide V. Firch, principal of the Lewiston training school, also spoke on this subject and furnished some interesting facts.

Miss Sarah Arnold spoke on "Nature Study and Literature."

Hon. Frank A. Hill, of the Massachusetts State board of education spoke on "Modern Demands upon the Teacher."

RURAL SCHOOLS.

T. R. Crosswell, of Clark university, spoke on "An Aspect of the Rural School Problem." After calling attention to the defects of the rural schools, he pointed out a few steps in the direction of improvement.

"Rural Schools: Condition, Maintenance, Training, and Licensing of Teachers, Supervision, their Claim on the College, their Claim on the Community," was discussed by State Supt. W. W. Stetson, and President William DeWitt Hyde, Bowdoin college; President G. C. Chase, Bates college; Prof. H. M. Estabrooke, State college.

Supt. Stetson said in part:

"I have little faith in resolutions which are passed by bodies like this and by a mere hand vote—and sent on to the legislature. The cities say it is not their question. It is a fact that the business men of the cities are most interested in the country schools. Wall up cities and they will rot out in a generation. It is from the country that we have to draw our life and sustenance.

"How large a number of school yards in Maine are larger than the buildings? Many are bought because the land is cheaper. I believe in the educating influence of beautiful scenes. If you could have seen the hovels of the schools that are called out-houses. If you had seen the houses for criminals and for the money put into establishments for raising colts to go down Rigby in two and a little better; when you know the difference in the stables and the court-houses and in the school-houses you will not wonder that we can not go down the track in a quarter of an hour. What we want is a school-house with such environments that at some time in the career of the youth he will stop and uncover his head to the scene that dawns on his vision when he emerges from the school-house."

President Hyde, of Bowdoin, said that State Supt. Stetson had the courage to publish the truth of the bad condition of our schools, and has done well to publish it. He has uncovered favoritism, etc., in the appointment of teachers. To accept the state of affairs we accept disgrace.

The great question that will come before the next legislature is for, first, a state board of examiners; second, the granting of towns for expert superintendency; and third, the holding of training schools in the summer. These three measures are steps toward not throwing away money the state appropriates. The only charge that can be made is that the measures will involve centralization. It will be said that the power will be taken from the towns and put into the hands of the state. The last act of the legislature establishing free high schools was in the year 1873 and since then the educational legislation is a blank up to '93. To stand still is impossible. To stand still is to decline. The twenty years have been of stagnation and decline. No bank would allow half a million dollars to be spent by men inexpert in finance. No company would put half a million dollars into the mills run by men not skilled. If it is right that the state should spend half a million a year, and we all claim that it is, then it should be spent by competent persons.

Then it was moved and seconded that the paper just presented should be printed by the state superintendent and circulated throughout the state. It was passed unanimously.

President Chase said that if the colleges had the missionary spirit they might do much in impressing on students the duty that rests on them to assist the rural districts. Upon the students should be impressed their duty to the State of Maine, and that includes the obligation they owe to the rural districts.

Prof. Estabrooke thought that one phase which ought to be insisted upon was that for a provision of efficient supervision. Until we can get that all other things will be more or less abortive. We are not business like. Only 4 per cent. of our superintendents are professional. In our town the superintendent is given \$75 a year, and it is not human nature for him to give \$250 worth of his time. The grouping of towns for the purpose of securing a superintendent—I think that the superintendent should be a man or a woman who has no other business. It should not be a knitting work."

The following officers were elected: President, H. K. White, Bangor; vice-president, S. I. Graves, Augusta; secretary-treasurer, A. P. Irving, Rockland.

BOSTON, MASS.—Luther Robinson, one of Boston's veteran schoolmasters, died at Milford, January 13. He was in his eighty sixth year, and no doubt his death resulted from apoplexy, as he was found dead in his bed.

Mr. Robinson was graduated from Brown university in 1834. For two years following he was master of the Coffin school in Nantucket. After three years tutoring in Brown university, he accepted the sub-mastership of the English high school in Boston, which position he held till 1858. Among his pupils were Prof. Francis J. Child, of Harvard, ex-Governor Gaston, and ex-Mayor Bradford, of Cambridge.

For many years Mr. Robinson has been much interested in the subject of ventilation of school buildings.

Home Study and the "Bad Boy."

"The 'bad boy'—How much extra time and attention shall the class-teacher give him, and what shall be done if she fails to reform him?" was the subject of an interesting discussion by the New York Suburban Educational Council in the University building, in this city, Jan. 16. It depends on what is meant by the "bad boy" thought the council. If it is the mischievous, active young fellow, full of animal spirits to the tips of his fingers and toes that is meant, then it is the business of the teacher to so interest him that, for the time being, at least, he shall forget fun and mischief in the pleasures of acquiring knowledge and in doing the work of his class. If, however, by "bad boy" is meant the incorrigible boy, the boy with his moral nature all awry, who in spite of kind and skilful treatment continues to annoy teacher and classmates and to defy the rules of the school, then the members of the council were divided as to what should be done.

A strong minority, headed by a Newark principal, held that but little of the time of the class-teacher should be given to efforts to reform the really bad boy; that the state has provided institutions where he can be cared for and trained, and that it is unfair both to the teacher and to the well meaning members of the class that much extra time and attention be given in school to such a boy. A larger number seemed to think that it is not so much extra time and attention in the class-room that the bad boy needs as extra thought outside the class-room as to how to reach and bring him into line. It is a mistake to hastily dismiss the so-called "bad boy" from school. One superintendent declared that in forty years' experience he had found it necessary to dismiss but two boys from school for misconduct, and he now believed from what he had since learned that their dismissal was both unnecessary and harmful. The "bad boy" can be reached and reformed by the skilful teacher, principal, and superintendent and the result is worth all the effort it takes. The same superintendent told how a bad boy in his schools had been thoroughly conquered by referring his outrageous conduct to the judge of the local court who secured the boy's promise to do better if he was not punished that time. Corporal punishment is by no means the best remedy.

HOME-STUDY.

A discussion of the topic, "How much time shall be required and how many subjects shall be assigned for home study?" which followed, resulted in a general expression of opinion that there is a tendency to give pupils too much home-work to do. The physical demands of the growing boy and girl are often overlooked. It should be remembered that school-boys and school-girls are also actually living their lives as well as preparing to live. Their social wants should be respected. The demands of the life at home should not be overlooked. Fathers are complaining that they cannot secure one hour of free companionship with their children, overburdened with exercises that must be done for next day's school. "What time have I for my friends?" "When can I practice my music?" were the pertinent protests of East Orange school girls to their principal. The five or five and one-half hours in the class-room, with proper study periods, should be all that is required for most children except those in the very highest grammar grades. Indeed, New Rochelle's superintendent declared that better results are now being secured from many pupils in that city on "half-time" attendance at school than when all attended for the full period, and his suggestion that the daily period of school room work should be shortened rather than lengthened met with the generous applause of the council.

Superintendents, principals, and teachers were present to the number of about fifty from as far north as Peekskill and Spring Valley, N. Y., and from the surrounding cities and towns of Mt. Vernon, New Rochelle, Yonkers, Long Island City, Brooklyn, Jersey City, Newark, and Orange.

C. De F. HOXIE.

Montana's School Lands.

BUTTE CITY, MONT.—If Montana does not have as good a school system as any state in the Union, it will not be the fault of the national government. Her school lands amount to 5,100,000 acres, which are distributed impartially, sections 16 and 36 in every township being set apart to be sold or leased for the school fund. There are over 8,000 of these sections and the revenue derived from them is no small amount, but under skilful management it may be largely increased. If the authorities, instead of selling these lands outright, lease them for a term of years, reserving the right to give new leases, with an increase of price, as the value of the land increases, they will be able to turn over a "pretty penny," toward school expenses. This system would tend to prevent the aggregation of great tracts of land in few hands, which has been a drawback to the western part of our country.

Patriotic Exercises.

The Young Citizen's Pledge.

The noble ideal of civic duty in the words of "The Young Citizen's Pledge," which follows, is adapted from "Middlemen and Parasites," by Henry Arthur Jones. It might be put in the form of an inscription on the wall of the school-room; in letters, if possible, large enough to be read across the room; the material for the inscription might be provided by the pupils, if practicable; it might be made on canvas or other cloth and each pupil might make a letter or word (all having been previously outlined by one person). It may be embroidered or painted. If it should be framed, let one of the pupils, if possible, do the work.

After the work is done and the inscription placed on the wall it is suggested that all the pupils together shall read it at the opening exercises of the school one morning each week. It might be decided each year by a vote of the pupils whether or not this shall be done. This will be a happy addition to the morning exercises, and it can very appropriately be supplemented by "the Salute to the Flag," devised by Col. Balch.

THE PLEDGE.

I am a citizen of America and heir to all her greatness and renown.

As the health and happiness of my body depend upon each muscle and nerve and drop of blood doing its work in its place, so the health and happiness of my country depend upon each citizen doing his work in his place. I will not fill any post, or pursue any business where I shall live upon my fellow-citizens without doing them useful service in return; for I plainly see that this must bring suffering and want to some of them.

As it is cowardly for a soldier to run away from the battle, so is it cowardly for any citizen not to contribute his share to the well-being of his country. America is my own dear land, she nourishes me, and I will love her and do my duty to her, whose child, servant, and civil soldier I am.

I will do nothing to desecrate her soil, or pollute her air, or to degrade her children, who are my brothers and sisters. I will try to make her cities beautiful and her citizens healthy and glad, so that she may be a most desirable home for her children in days to come.—*Our Country.*

Washington.

1. Only a baby, fair and small,
Like many another baby son,
Whose smiles and tears came swift at call;
Who ate, and slept, and grew, that's all;—
The infant Washington.
2. Only a boy, like other boys.
With tasks and studies, sports and fun;
Fond of his books and games and toys;
Living his childish griefs and joys;—
The little Washington.
3. Only a lad, awkward and shy,
Skilled in handling a horse or gun;
Mastering knowledge that, by and by,
Should aid him in duties great and high;—
The youthful Washington.
4. Only a man of finest bent.
Hero of battles fought and won;
Surveyor, General, President,
Who served his country, and died content;—
The patriot Washington.
5. Only—ah! what was the secret, then,
Of his being America's honored son?
Why was he famed above other men?
His name upon every tongue and pen,
The illustrious Washington.
6. A mighty brain, a will to endure,
Passions subdued, a slave to none,
A heart that was brave and strong and sure,
A soul that was noble and great and pure,
A faith in God that was held secure;—
This was George Washington.

—Selected.

Lincoln the Patriot.

A Program for Lincoln's Birthday.

By ALICE M. KELLOGG.

DECORATIONS.—The character of the celebration should strike a patriotic note. Let the triune colors be prominent in flags, bunting, pennants, draperies. Lengths of cheese-cloth cut into three widths, and fastened with rosettes, make a pretty festoon at the cornices; or they may be carried from the centre of the ceiling to the four corners in a series of radiating lines. Small flags may be distributed as badges, and waved during the singing of a patriotic song. Flags mounted like banners may be used as screens and placed before the stove, wood-box, etc. Little girls in white dresses spangled with blue stars, with red sashes about their waists, may perform any little offices for the teacher. Ushers may wear shoulder sashes of red, white, and blue ribbons. A large portrait of Lincoln should be in a prominent place, the frame overhung with a flag. Photographs and engravings that pertain to Lincoln's history may be pasted on cardboard and fastened to the walls.

MUSIC.—All the well-known patriotic songs are introduced in the program. Distribute copies of the words among the audience, and let everyone present participate in this feature of the exercises. The Riverside Song Book, "Liberty Bell," "Song Patriot," "Centennial Collection," and "Patriotic Songs of America," furnish songs in the spirit of the occasion. Sousa's instrumental marches are inspiring for an opening number, and the new "El Capitan" and "Rasmus on Parade."

LINCOLN THE PATRIOT. (*Place these words in a conspicuous position upon the blackboard or wall.*)

1. Opening march on the piano and singing of "America."

2. Recitations for thirteen pupils, "Lincoln the Patriot."

a. A Second Father of his Country.—*Ray Palmer.*

b. The typical American, pure and simple.—*Asa Gray.*

c. Washington was the Father, and Lincoln the Saviour, of his Country.—*H. L. Dawes.*

d. A patriot without a superior, his monument is a country preserved.—*C. S. Harrington.*

e. Patriot, statesman, emancipator, his name is immortal, and his memory will be cherished through all the advancing ages.—*W. H. Gibson.*

f. His wisdom, his accurate perceptions, his vigor of intellect, his humor, and his unselfish patriotism are known to all.—*Cyrus Northrop.*

g. A patriot without guile, a politician without cunning or selfishness, a statesman of practical sense rather than fine-spun theory.—*Andrew Sherman.*

h. Next to Washington, the Father of our Independence, stands Abraham Lincoln, the martyr of our Union, in the line of our Presidents.—*Philip Schaff.*

i. He was a patriot who was ever willing to make personal sacrifices for his patriotism.—*Abram S. Hewitt.*

j. Under the providence of God he was, next to Washington, the greatest instrument for the preservation of the Union and the integrity of the country; and this was brought about chiefly through his strict and faithful adherence to the Constitution of his country.—*Peter Cooper.*

k. Abraham Lincoln stands out on the pages of American history, unique, grand, and peculiar. As honest, unselfish, and patriotic as Washington, he was his superior as an orator and logician, and dealt successfully with larger and graver matters.—*Willard Warren.*

l. A man of great ability, pure patriotism, unselfish nature, full of forgiveness to his enemies, bearing malice toward none, he proved to be the man above all others for the great struggle through

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which the nation had to pass to place itself among the greatest in the family of nations. His fame will grow brighter as time passes and his great work is better understood.—*U. S. Grant.*

m. The more the smoke of party strife clears away, as we recede from the times of Abraham Lincoln and the civil war, the grander does the form of the Martyr President stand forth as the representative of sagacious statesmanship and unsullied patriotism.—*John Avery.*

3 Singing of "Hail, Columbia!"

4. Recitation, "To the Spirit of Abraham Lincoln." (The Reunion at Gettysburg twenty-five years after the battle.)

Shade of our greatest, O look down to-day!

Here the long, dread midsummer battle roared,
And brother in brother plunged the accursed sword;—

Here foe meets foe once more in proud array,
Yet not as once to harry and to slay,

But to strike hands, and with sublime accord

Weep tears heroic for the souls that soared

Quick from earth's carnage to the starry way.

Each fought for what he deemed the people's good,

And proved his bravery with his offered life,

And sealed his honor with his outpoured blood;

But the Eternal did direct the strife,

And on this sacred field one patriot host

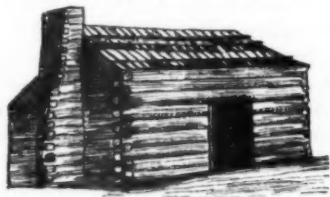
Now calls thee father,—dear, majestic ghost!

—*Richard Watson Gilder.*

5. Composition, "The Boyhood of Lincoln."

(The cabin in which Lincoln was born, February 12th, 1809, consisted of one room with a door but no window, and open cracks through which the winds, rain, and snows of winter, and swarms of mosquitoes in summer, could easily penetrate. It was the home on a clearing near Hodgenville, Kentucky, where Abraham's father had taken up land for a farm. With his elder sister Abraham went to school, and in order to study at night he tied together spicewood bushes and burned them for light. His mother taught him all she knew of the Bible, fairy tales, and country legends. Moving to an uncleared tract in Indiana in 1816, young Abraham was set to work to clear a field for corn, and to help in the home building. Besides his own farm work, carpentry, and cabinet-making, he was a "hired boy" on neighboring farms, where he received twenty-five cents a day. As a ferryman on

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the Mississippi, going to and from New Orleans, Lincoln gained his earliest experiences of life. His entire reading as a boy—not books of his own—were the Bible, Æsop's "Fables," "Robinson Crusoe," "Pilgrim's Progress," a "History of the United States," Weems's "Life of Washington," and the "Statutes of Indiana." He pored over the biography of the First President with astonishing fervor, and many years afterwards, when addressing the Senate of New Jersey at Trenton, referred to the impression it had made upon him. "I remember," he said, "all the accounts given of the battle-fields and struggles for the liberties of the country, and none fixed

themselves upon my imagination so deeply as the struggle here at Trenton. The crossing of the river, the contest with the Hessians, the great hardships endured at that time, all fixed themselves on my memory more than any single Revolutionary event. I recollect thinking then, boy even though I was, that there must have been something more than common that these men struggled for." Other books from neighbors within a circuit of fifty miles Lincoln borrowed and devoured, not only by reading but by copying long extracts, using boards as a temporary repository when his paper and copy-books gave out.)

6. Recitation, "One of the People."

A laboring man, with horny hands,
Who swung the axe, who tilled his lands,
Who shrank from nothing new,
But did as poor men do!

One of the People! Born to be
Their curious Epitome;
To share, yet rise above,
Their shifting hate and love.

Common his mind (it seemed so then),
His thoughts the thoughts of other men;
Plain were his words, and poor—
But now they will endure!

No hasty fool, of stubborn will,
But prudent, cautious, pliant, still;
Who, since his work was good,
Would do it as he could.

No hero, this, of Roman mould;
Nor like our stately sires of old;
Perhaps he was not great—
But he preserved the State!

O honest face, which all men knew!
O tender heart, but known to few!
O Wonder of the Age,
Cut off by tragic Rage!

—*R. H. Stoddard.*

7. Readings, "Lincoln's Intellectual Capacity."

a. Mr. Lincoln was not what you would call an educated man. The college that he had attended was that which a man attends who gets up at daylight to hoe corn and sits up at night to read the best book he can find by the side of a burning pine-knot. What education he had he picked up in that way. He had read a great many books, and all the books that he had read he knew. He had a tenacious memory, just as he had the ability to see the essential thing. He never took an unimportant point and went off upon that; but he always laid hold of the real thing, of the real question, and attended to that without attending to the others any more than was indispensably necessary. Thus, while we say that Mr. Lincoln was an uneducated man, uneducated in the sense that is recognized at any great college, he yet had a singularly perfect education in regard to everything that concerns the practical affairs of life. His judgment was excellent, and his information was always accurate. He knew what the thing was. He was a man of genius, and contrasted with men of education, genius will always carry the day. I remember very well going into Mr. Stanton's room in the War Department on the day of the Gettysburg celebration, and he said, "Have you seen these Gettysburg speeches?"

"No," said I; "I didn't know you had them."

He said, "Yes, and the people will be delighted with them. Edward Everett has made a speech that will make three columns in the newspapers,

and Mr. Lincoln has made a speech of perhaps forty or fifty lines. Everett's is the speech of a scholar, polished to the last possibility. It is elegant and it is learned; but Lincoln's speech will be read by a thousand men where one reads Everett's, and will be remembered as long as anybody's speeches are remembered who speaks in the English language."

That was the truth. If you will take those two speeches now, you will get an idea how superior genius is to education; how superior that intellectual faculty is which sees the vitality of a question and knows how to state it; how superior that intellectual faculty is which regards everything with the fire of earnestness in the soul, with the relentless purpose of a heart devoted to objects beyond literature.—*Charles A. Dana.*

b. He possessed fewer liberal accomplishments and less culture than his predecessors at the White House; but he enjoyed great qualities which they lacked, foremost the king quality of courage, physical, moral, and political.—*Poore.*

c. If Lincoln had lived at a time when printing was unknown, he would in a few years, by his proverbs and fables, have become mythological, like Æsop or Pilpay, or one of the Seven Wise Masters, the story-tellers of antiquity.—*Emerson.*

8. Composition, "Lincoln's Political Life."

(The pioneer boy as he grew up began to be interested in politics. With a devouring love for books, cleverness at extempore speaking, and readiness to make friends, he had worked up from country merchant to a lawyer and surveyor. He was elected to the Legislature, then to Congress, and was offered the Governorship of Oregon. Returning to his home in Springfield, Illinois, and his wife and boys, Lincoln took up his law-practice again. He was nominated unsuccessfully for Senator, and in 1860, amid much opposition, he was elected President of the United States.)

9. Readings illustrating Lincoln's appearance.



a. His towering figure, sharp and spare,
Was with such nervous tension strung,
As if on each strained sinew swung
The burden of a people's care.

His changing face what pen can draw?
Pathetic, kindly, droll, or stern;
And with a glance so quick to learn
The inmost truth of all he saw.

—*Charles G. Halpine.*

b. When he left this city (Springfield, Ill.) he was fifty-one years old. He was about six feet four inches in height; thin, wiry, sinewy, raw-boned. His usual weight was one hundred and

sixty pounds. His structure was loose and leathery; his body was shrunk and shrivelled, having dark skin, dark hair, — looking woe-struck. The whole man, body and mind, worked slowly, creakingly, as if it needed oiling. Physically, he was a very powerful man, lifting with ease four or six hundred pounds. His mind was like his body, and worked slowly and strongly.

His head was long and tall from the base of the brain and from the eyebrows. His forehead was narrow, but high; his cheek-bones were high, sharp, and prominent; his eyebrows heavy and prominent; his jaws were long, upcurved, and heavy; his nose was large, long, and blunt; his face was long, sallow, and cadaverous, shrunk, shrivelled, wrinkled, and dry; his ears were large, and ran out almost at right angles from his head; his neck was trim and neat, his head being well balanced upon it.

He was not a pretty man by any means, nor was he an ugly one; he was a homely man, careless of his looks, plain-looking and plain-acting. He had no pomp, display, or dignity, so-called. He appeared simple in his carriage and bearing. He was a sad-looking man; his melancholy dripped from him as he walked.—*W. H. Herndon.*

10. Piano music, variations upon national airs.

11. Recitation, "A Tribute."

The angels of your thoughts are climbing still
The shining ladder of his fame,
And have not ever reached the top, nor ever will,
While this low life pronounces his high name.

But yonder, where they dream, or dare, or do,
The "good" or "great" beyond our reach,
To talk of him must make old language new
In heavenly, as it did in human, speech.

—*Elizabeth Stuart Phelps.*

12. Essay, "Lincoln as President."—(As time wore on and the war held its terrible course, upon no one of all those who lived through it was its effect more apparent than upon the President. He bore the sorrows of the nation in his own heart; he suffered deeply, not only from disappointments, from treachery, from hope deferred, from the open assaults of enemies, and from the sincere anger of discontented friends, but also from the world-wide distress and affliction which flowed from the great conflict in which he was engaged and which he could not evade. One of the most tender and compassionate of men, he was forced to give orders which cost thousands of lives; by nature a man of order and thrift, he saw the daily spectacle of unutterable waste and destruction which he could not prevent. Under this frightful ordeal his demeanor and disposition changed; . . . he aged with great rapidity.—*John Hay, in 'The Century.'*

13. Readings illustrating "Lincoln's Characteristics."

a. Tender-hearted, but inflexible when occasion required; sunny-tempered, but tinged with melancholy; simple in speech and life, but capable of eloquence and of stirring words that will live forever; above all else logical; brave, broad-minded, just, and true.—*Brooks.*

b. There is now a letter before me in which he announces his motto in political affairs, "Bear and forbear." This self-poise, self-abnegation, and forbearance enabled him to bring the ship of state safely through the stormy seas.—*W. M. Dickson.*

c. He read Shakespeare more than all other writers together. He delighted in Burns. Of Thomas Hood he was also fond. He read Bryant

and Whittier with appreciation; there were many poems of Holmes's that he read with intense relish. "The Last Leaf" was one of his favorites. A poem by William Knox, "Oh, why should the spirit of mortal be proud?" he learned by heart in his youth, and used to repeat all his life.—*John Hay.*

d. When Mr. Frank Carpenter was painting Lincoln in his famous picture of the Reading of the Proclamation of Emancipation, the conversation turned upon Shakespeare. "Hamlet" held a peculiar charm for the President, and he remarked, "There is one passage of the play of 'Hamlet' that is very apt to be slurred over by the actor, or omitted altogether, and it seems to me one of the choicest parts. It is the soliloquy of the king, after the murder. It always struck me as one of the finest touches of nature in the world." Throwing himself into the very spirit of the scene, Lincoln repeated from memory, with a feeling and appreciation unsurpassed by any actor upon the stage, the thirty-five lines beginning:

"O my offence is rank, it smells to heaven."

14. Recitation, "The First American."

So, always firmly, he;
He knew to bide his time,
And can his fame abide,
Still patient in his simple faith sublime,
Till the wise years decide.
Great captains, with their drums and guns
Disturb our judgment for the hour,
But at last silence comes;
These all are gone, and, standing like a tower,
Our children shall behold his fame,
The kindly-earnest, brave, foreseeing man,
Sagacious, patient, dreading praise, not blame,
New birth of our new soil, the first American.

—*From Lowell's "Commemoration Ode."*

15. Recitation of extracts from Lincoln's speeches showing his national spirit.

a. If I ever feel the soul within me elevate and expand to dimensions not wholly unworthy of its Almighty Architect, it is when I contemplate the cause of my country, deserted by all the world beside, and I standing up boldly and alone, and hurling defiance at her victorious oppressors. Here, without contemplating consequences, before high Heaven, and in the face of the world, I swear eternal fidelity to the just cause, as I deem it, of the land of my life, my liberty, and my love!—*Speech delivered in 1839.*

b. Intelligence, patriotism, Christianity, and a firm reliance on Him who has never yet forsaken this favored land, are still competent to adjust, in the best way, our present difficulty. We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.—*From his Inaugural Address, 1861.*

c. My paramount object is to save the Union, and neither to save nor destroy slavery. If there be those who would not save the Union unless they could at the same time save slavery, I do not agree with them. If I could save the Union without freeing any slave I would do it. If I could save it by freeing all the slaves I would do it; and if I could do it by freeing some and leaving others alone, I would also do that. What I do about slavery and the colored race I do because I believe

it helps to save the Union, and what I forbear, I forbear because I do not believe it helps to save the Union. I shall do less whenever I shall believe that what I am doing hurts the cause, and I shall do more whenever I believe doing more will help the cause.

16. Singing of "The Red, White, and Blue."

17. Recitations of "English Tributes."

Patriot, who made the pageantries of kings
Like shadows seem, and unsubstantial things.
—*R. W. Dale (an Englishman).*

b. I shall never forget the moment when, in London, the tidings of Lincoln's death were brought to me. It seemed as if we were all afloat in the midst of a boundless ocean.—*Charles F. Adams.*

c. A permanent English tribute to Lincoln's memory is the Lincoln Tower, adjoining Rev. Newman Hall's church in London. Half of the cost (seven thousand pounds) was subscribed with great readiness by the English; the other half by Americans. A stone over the entrance bears the name of Lincoln; two class-rooms are named for Washington and Wilberforce. The spire is built in alternate stripes, with stars between. A marble tablet gives the history of the tower and the man whom it commemorates.

d. The Old World and the New, from sea to sea,
Utter one voice of sympathy and shame!
Sore heart, so stopped when it at last beat high;
Sad life, cut short just as its triumph came.

—*From the London Punch.*

18. Reading, "Lincoln's signature."

The roll containing the Emancipation Proclamation was taken to Mr. Lincoln at noon on the first day of January, 1863, by Secretary Seward and his son Frederick. As it lay unrolled before him, Mr. Lincoln took a pen, dipped it in ink, moved his hand to the place for the signature, held it a moment, and then removed his hand and dropped the pen. After a little hesitation he again took up the pen and went through the same movement as before. Mr. Lincoln then turned to Mr. Seward and said: "I have been shaking hands since nine o'clock this morning, and my right arm is almost paralyzed. If my name ever goes into history it will be for this act, and my whole soul is in it. If my hand trembles when I sign the Proclamation, all who examine the document hereafter will say, 'He hesitated!'" He then turned to the table, took up the pen again, and slowly, firmly, wrote that Abraham Lincoln with which the whole world is familiar. He looked up, smiled, and said, "That will do."—*Colonel Forney.*

19. Recitations, "Lincoln's Presentiments."

a. On the last Sunday of his life Lincoln read aloud some extracts from "Macbeth." Was it a prophetic spirit that made him give an impressiveness in particular to the lines:

"Duncan is in his grave;
After life's fitful fever, he sleeps well;
Treason has done his worst: nor steel, nor poison,
Malice domestic, foreign levy, nothing
Can touch him further"?

b. Mr. Lincoln may not have expected death from the hand of an assassin, but he had an impression, amounting to a presentiment, that his life would end with the war. In July, 1864, he told a newspaper man that he was certain he should not outlast the rebellion. It was a time of dissension among the Republican leaders. Many of his best

friends had deserted him, and were talking of an opposition convention to nominate another candidate; universal gloom was spread throughout the people. The North was tired of the war, and supposed an honorable peace attainable. Mr. Lincoln knew it was not—that any peace at that time would be only disunion. He said: "I have faith in the people. They will not consent to disunion. The danger is in their being misled. Let them know the truth, and the country is safe." His haggard, careworn appearance called out the remark that he was wearing himself out with work. "I can't work less," he replied; "but it isn't that,—work never troubled me. Things look badly, and I can't avoid anxiety. Personally, I care nothing about a re-election; but if our divisions defeat us, I fear for the country. The right will eventually triumph, but I may never live to see it. I feel a presentiment that I shall not outlast the Rebellion. When it is over, my work will be done."—*Frank Carpenter.*

20. Recitations for two pupils, "His Birthday, Feb. 12th, 1809, and His Death-day, April 15th, 1865."

a. No minster bells' loud pæan
Proclaimed the moment when
He came to earth to be an
Uncrowned king of men;
No purple to enfold him,
Our country's royal guest;
But loving arms to hold him.
Silence! God knoweth best!

b. The way was long and cheerless,
But dawn succeeded night;
That soul, so brave and fearless,
Dwells evermore in light!

No shadows dim his glory,
Our hearts his praise resound,
And history tells his story,—
Our nation's king is crowned!

—*Sophie E. Eastman.*

21. Readings, "Lincoln's Grave."

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a. In the Oak Ridge Cemetery, a mile or more outside the city of Springfield, Illinois, is the tomb of Abraham Lincoln. A marble sarcophagus stands over the grave, with the single word "Lincoln" engraved upon a carved wreath. Above this is the sentence, "With malice towards none, with charity for all."

b. Years pass away, but freedom does not pass;

* Thrones crumble, but man's birthright crumbles not;

And, like the wind across the prairie grass

A whole world's aspirations fan this spot

With ceaseless pantings after liberty,

One breath of which would make even Russia fair

And blow sweet summer through the exile's care

And set the exile free;

For which I pray, here, in the open air

Of Freedom's morning-tide, by Lincoln's grave.

—*Maurice Thompson.*

c. We rest in peace, where his sad eyes
Saw peril, strife, and pain;
His was the awful sacrifice,
And ours the priceless gain.

—*Whittier.*

d. And him the good, the great,
Crowned by a martyr's fate,
What words can fitly utter forth
His manly virtues and his worth?

—*Benjamin.*

e. Rest, noble martyr! rest in peace
Rest with the true and brave,
Who, like thee, fell in Freedom's cause,
The Nation's life to save.

—*Gurley.*

22. Singing of "The Star-Spangled Banner."

"Banner Days of the Republic" is an effective, patriotic exercise by Alice M. Kellogg. Thirty-seven pupils may be employed in its presentation, or a less number by curtailing the recitations. The grouping of the chief points in our national history with inspiring songs, pretty costumes, and original speeches makes an entertainment particularly appropriate for Lincoln's Birthday. It is also adapted for Columbus or Discovery Day, Thanksgiving, Christmas, Washington's Birthday, Grant's Birthday, or Closing Exercises. Price fifteen cents.

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Emancipation Proclamation.

This document was issued by Abraham Lincoln, president of the United States, for the purpose of giving freedom to all persons in the United States who were held as slaves. It was issued as a war measure, and was based upon the authority of the president as commander-in-chief of the army and navy in time of an armed rebellion. About 4,000,000 slaves were set free under this proclamation. On June 9, 1862, Congress had passed an act that from and after that date there should be no slavery or involuntary servitude in any of the territories of the United States. On January 31, 1865, the 13th Amendment of the Constitution of the United States was adopted by Congress and subsequently ratified by the states. The following is the proclamation:


Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a Proclamation was issued by the President of the United States containing among other things the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State, or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free, and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them in any efforts they may make for their actual freedom.

"That the executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof respectively shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be in good faith represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people





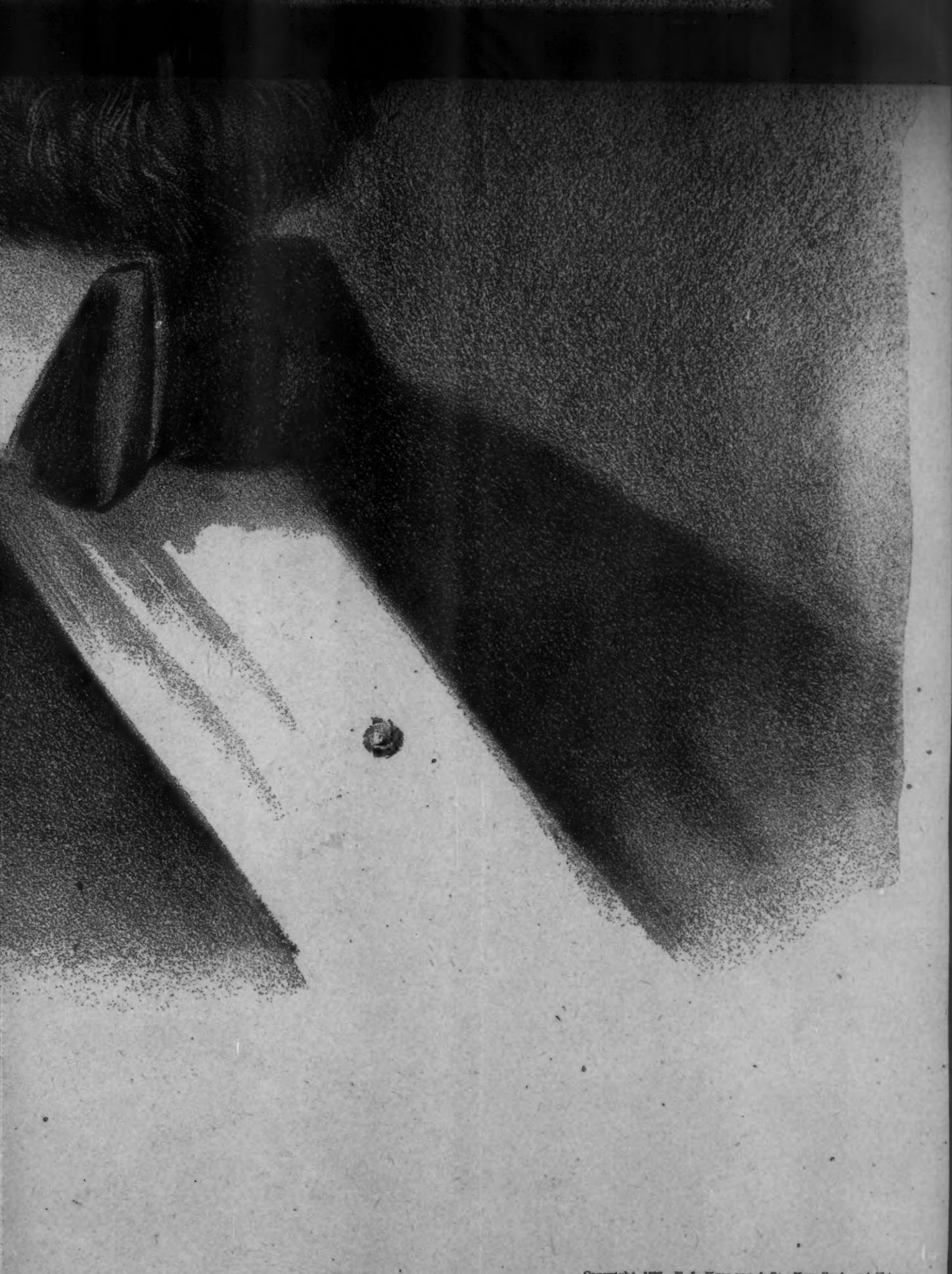


Supplement to THE SCHOOL JOURNAL, January 23, 1897.

ABRAHAM

Born February 12th, 1809.

"Savior of His
Sixteenth President of



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ABRAHAM LINCOLN.

President of His Country."

President of the United States.

Died April 15th, 1865.

thereof are not then in rebellion against the United States."

Now, therefore, I, ABRAHAM LINCOLN, President of the United States, by virtue of the power in me vested as Commander-in-Chief of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand, eight hundred and sixty-three, and in accordance with my purpose so to do, publicly proclaim for the full period of one hundred days from the the day first above-mentioned, order and designate as the States and parts of States wherein the people thereof respectively are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana (except the parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terre Bonne, Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Anne, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts are, for the present, left precisely as if this Proclamation were not issued.

And by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of States are, and henceforward shall be, free; and that the executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self defence, and I recommend to them that in all cases, when allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military

necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

In testimony whereof, I have hereunto set my name and caused the seal of the United States to be affixed.

Done at the City of Washington this first day of January in the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States, the eighty-seventh.

[L. S.]

By the President:

ABRAHAM LINCOLN

WILLIAM H. SEWARD,
Secretary of State.

Fire Fancies.

When the flames are running riot,
Pictures come before our eyes:
Never steady, never quiet,
Magic palaces arise;
Now a goblin, now a fairy,
Here an elf and there a gnome;
Then a dream-boat, white and airy,
Drifting on a sea of foam.

All the tales that one remembers—
Dragons, witches, captive dames—
Gleam together in the embers
And the flashing of the flames.
Bits of sunny summer playtime,
White enchantments of the snow,
Memories of night and daytime,
Lightly come and swiftly go.

Last a train of cars, full freighted
With departing fairy souls,
Cracks and roars as if belated,
Rushing o'er a bridge of coals,
Then the gold light turns to amber,
And with soft and stealthy tread
Comes the Sandman, bringing slumber.
Now it's time to go to bed!

—Guy Wetmore Carryl, in *St. Nicholas*.

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Literary Notes.

Short Stories for February, 1897, contains the usual attractions which make this magazine deservedly a favorite among lovers of fiction. The original features are a dramatic and tersely written etching called "What the Albatross Saw," which won for its author a \$25.00 prize in the competition; a Chinese Sketch, written by a lady whose mother was of that nationality, and clever stories by W. Bert Foster, F. E. Hamilton, Francis Tillou Buck, and others.

Justin McCarthy, Lyman Abbott, Hamilton W. Mabie, Candace Wheeler, Anna Eichberg King, and General James Grant Wilson are among the contributors to the January magazine number of *The Outlook*. The beginning of *The Outlook's* great "Life of Gladstone" (32 pictures), a study of the "New Governors," a humorous story, Dr. Abbot's "An Evolutionist's Theology," "A Day with John Burroughs,"—such are some of the features in the 96 pages of reading matter with their 70 illustrations.

The Balance of Art in Singing, by J. S. Barlow, of Athens, Tennessee, is a primer of 58 pages that contains many really valuable suggestions. The author is principal of the musical department of U. S. Grant university.

I Married a Wife is a pleasant story of English society and army life, with a modicum of love-making thrown in, by John Strange Winter. Geraldine, who engages the hero's and the reader's attention more than any other character is a bright young lady having a tendency to go slamming. In London it is all right, but in camp life it gets her into trouble. There are several good illustrations. (F. A. Stokes Co., New York. Buckram, stamped with silver. 75 cents.)

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DON'T WAIT TILL BLINDNESS COMES.

Lieutenant-General Schofield, late general-in-chief of the army, and formerly secretary of war, has written several articles, which will soon appear in *The Century*, giving the inside story of some famous events in American history. The first is an account of Napoleon's withdrawal from Mexico, with special reference to the part taken by the United States government.

Prof. G. Maspero's important new work, *The Struggle of the Nations, Egypt, Syria, and Assyria*, is to be published immediately by D. Appleton & Co. This is a companion volume to "The Dawn of Civilization," and contains the History of the Ancient Peoples of the East from the XIVth Egyptian Dynasty to the end of the Ramesside period. This interval covers the sojourn of the Israelites in Egypt and their exodus therefrom.

To keep posted on the important events of contemporary history, many people have recourse to a scrap book; but to do the work thoroughly involves the taking of many periodicals, besides much labor and study. A happy solution of the problem is within the reach of every reader of *Current History*. Not only does it present every quarter a complete record of all the events which have gone to make up history during

the preceding three months; but it covers the entire world and every phase of activity systematically in each issue, and presents the information in such compact and convenient shape that in a moment anyone can turn to any topic desired. It is issued by Garretson, Cox & Co., Buffalo, N. Y., at \$1.50 a year.

Twelve thousand copies of Ibsen's new drama, "John Gabriel Borkman," have been printed in Norwegian, being the largest edition known in Scandinavia. For Nansen's book, "Fram over Polkavet," there are 11,000 Norwegian subscribers. Jonas Lie, too, is bringing out a new novel, "Dyre Rein."

In the January number of Harper's *Magazine*, is a paper entitled "Science at the Beginning of the Century," by Dr. Henry Smith Williams, an important contribution to the history of nineteenth-century civilizations. It will be followed by other papers showing the progress of scientific discovery during the last hundred years. These papers will be fully illustrated. In the opening paper Poultney Bigelow sums up the result of "Portuguese Progress in South Africa," showing how ineffectual a colonizer Portugal has been during four centuries of nominal possession, and how demoralizing has been her influence upon the blacks.

Books.

The latest addition to the popular series of Eclectic School Readings gives, in the form of interesting stories, striking and life-like pictures of Roman life and history which cannot but prove attractive to young readers. It is called *The Story of the Romans*, and is by H. A. Guerber. The author has skillfully grouped around the famous characters of classical history the great events with which their names will forever stand connected. The book is well suited to serve as a supplementary reader or a first history text book. Excellent maps, beautiful illustrations, and a full index add greatly to the usefulness and attractiveness of the volume. (American Book Co. 12mo., 288 pages. 60 cents.)

The many noted clergymen who have contributed to the volume on *The Bible as Literature* give assurance that the subject is treated with the reverence that is its due. It is, in fact, a book of essays on the books of the Bible by some of the keenest religious thinkers of the century. Dr. Lyman Abbott writes the introduction in a liberal Christian spirit. Prof. Richard G. Moulton shows that the Bible contains a great variety of literary forms:—essays, epigrams, sonnets, stories, sermons, songs, philosophical observations and treatises, histories and legal documents. Even dramas are to be found in the Bible, and also love-songs; nay, so far does dumb show enter into the ministry of Ezekiel that some of his compositions might fairly be described as *tableaux-vivants*. There are about a score of contributors to the volumes. Such an array of eloquent pleaders cannot fail to put the case in the most attractive light and the result will undoubtedly be a great advance in the sensible study of the Bible. The book can be warmly recommended to all Sunday-school and literature classes. (T. Y. Crowell & Co., New York and Boston. 12mo., cloth. \$1.50.)

The Students' Series of English Classics contains nothing but the very best works of the best writers in our language, each work being given entire in a small well-printed and cloth bound volume. They of course vary some in the number of pages and the price. Special attention is called to the introductions, which are biographical and critical. The historical and explanatory notes are sufficient for the clearing up of most questions that will be raised. One of these books contains the *Revolt of the Tartars*, by that imaginative and fascinating writer, Thomas De Quincey. It is edited by Prof. Franklin T. Baker, of the Teachers college, New York city. (35 cents.) Another volume contains Thomas Carlyle's delightful *Essay on Burns*, edited by Prin. W. K. Wickes, of the Syracuse high school. (35 cents.) Still another volume has the poem, *Palamon and Arcite*, by that great poet, John Dryden, edited by Warren Fenno Gregory, A. M., of the Hartford public high school. (35 cents.) Then that famous story by Goldsmith, *The Vicar of Wakefield* (50 cents) has been edited by James Gilbert Riggs, A. M., superintendent of schools, Plattsburg, N. Y. These books afford a variety of reading of a high character for schools, especially for such as are devoting considerable attention to English literature. (Leach, Shewell & Sanborn.)

A decidedly new field has been discovered by William Pittenger for making a book; he has compiled a volume on *Toasts and Forms of Public Addresses*. It is a really entertaining little volume, telling what one might say if he should have to rise in response to a toast. Chauncey M. Depew's addresses are ana-

lyzed; anecdotes are given that might with proper art be worked into responses. The author has done his work well. (The Penn Publishing Co.)

Among the books prepared for students to disclose the beauties and riches of the English language is one entitled the *Revolt of the Tartars* by Thomas De Quincey. It has suitable notes and a brief introduction of historical matter, and is well fitted for high schools and for all who desire to understand the wonderful English used by the author. (American Book Co. 20 cents)

Five more volumes have been added to the Temple Shakespeare series, consisting of *Venus and Adonis*, *Pericles*, *Prince of Tyre*, *The Rape of Lucrece*, *King Henry the Eighth*, and *Cymbeline*. We have often commended the beauty of this series, one play being in a volume. (The Macmillan Co. 45 cents each)

The *Tempest* is one of the English Classic Series; it has an introduction and notes and is well fitted for school use; the editor is K. Deighton, inspector of schools, England. (Macmillan Co. 40 cents.)

The Great Plague in London, by Daniel Defoe, has always been considered a remarkable book and is still read with interest. Mr. Byron S. Hurlbut, instructor in Harvard college, has edited this book with an introduction and notes; taste and fidelity are apparent, also a careful study of other writings bearing on the same subject. (Ginn & Co)

Conciliation with the American Colonies by Edmund Burke has been issued for high school classes in a neat form at 20 cents. (American Book Company.)

Morceaux Choisis de Jules Le Maitre, edited and annotated by Rosine Mellé consists mainly of critical materials, such as those of Renan, Zola, Daudet, and others. As the author was a famous French critic the value to pupils of the French language of a work like this will be manifest. The editor has performed her work well as the numerous notes will testify. (Ginn & Co.)

Tales from Hauff, a writer who began about 1825, and who in Germany is ranked with Andersen and Grimm. He is one of the romantic school of writers of whom Fouqué is a good example. This volume has notes and vocabulary, and will be found an entertaining volume by classes in German. Its author is Prof. C. B. Gould, of the Albany academy, N. Y. (Ginn & Co)

The *Plague in London* by Daniel Defoe is one of Maynard's English Classic Series, Nos. 154, 155. It has an introduction and notes and will be valued as a very handy volume for the high schools. (Maynard, Merrill & Co. Price, 24 cents.)

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publisher of WOMAN'S WORLD AND JENNIES MILLER MONTHLY will pay \$100.00 in gold to the person able to make the largest list of words from the letters in the word INSTRUCTION; \$50.00 for second largest; \$25.00 for each of the next three largest lists; \$20.00 to each of the next three; \$15.00 to each of the next three; \$10.00 to each of the next nine, and \$5.00 to each of the next forty largest lists—sixty-one prizes in all to the sixty-one largest lists. Don't you think you could be one of these sixty-one? You will enjoy the making of the list. Why not try for the first prize? The above rewards are given free and without consideration for the purpose of attracting attention to our handsome woman's magazine, thirty-two to thirty-six pages, each page containing four long columns, finely illustrated, and all original matter, long and short stories by the best authors; price \$1.00 per year. It is necessary for you, to enter the contest, to send 25 cents (money-order, silver or stamps), for a three months' trial subscription with your list of words, and every person sending the 25 cents and a list of twenty words or more is guaranteed an extra present by return mail (in addition to the magazine), of a 100-page book, "BESIDE THE BONNIE BRIER BUSH," by the famous Ian Maclaren. This book has attracted more attention in the United States than any book of recent years. We give a complete unexpired edition, half size, finely printed. Satisfaction guaranteed in every case or money refunded. Lists should be sent at once, and not later than April 30. The names and addresses of successful contestants will be printed in May issue, published April 25. Our publication has been established ten years. We refer you to any mercantile agency for our standing. Make your list now. Address JAMES H. PLUMMER, Publisher, 225-226-227 Temple Court Building, New York City.



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Literary Notes.

Only a casual examination of that great work, *Warne's Library of Natural History* is necessary to convince one of its interest and value. The descriptions are accurate and yet not too technical for the general reader to understand, and the colored and other plates have been prepared with the utmost regard for the truthful representation of the objects. No. 35 treats of mollusks and worms and begins the subkingdom Coelenterata. No. 36 continues the Coelenterata and describes the sponges and lowest forms of animal life. This completes volume VI. and contains title page, contents, index, etc. (Frederick Warne & Co., 3 Cooper Union, New York city. 50 cents a number.)

In 1693, while war was raging over the continent of Europe, William Penn published a remarkable "Essay towards the Present and Future Peace of Europe." He proposed a general union of the nations of Europe, with a federal diet or parliament, as the only sure means of attaining and preserving peace; and he worked out his scheme in careful detail. Now, when there is a deeper interest in international arbitration and federation than ever before, the directors of the Old South Work in Boston have added this notable tractate to their series of Old South leaflets, so that for five cents anybody may now possess it.

The proprietors of Hood's Sarsaparilla have issued a calendar for 1897 which will prove interesting and valuable as well as a beautiful specimen of the lithographer's art.

Ginn & Co. will have ready in March *Plane and Solid Analytic Geometry*, by Frederick H. Bailey, A. M., and Frederick S. Woods, Ph.D. This book is intended for students beginning the study of analytic geometry, primarily for students in colleges and technical schools.

The Metropolitan business college, Monroe street and Michigan avenue, Chicago, has issued a book entitled *How Business is Done*. It may be used in high schools to instruct the pupils in the practical affairs of life.

Among recent novels *The Little Larrikin* takes its place, being dedicated to its "severest critic." Its author Ethel Turner, declares it to be the dearest of all the creatures of her pen, and gives the foundation of the story; the queer term is derived from the Irish pronouncing of the word "larking." The volume is a thoroughly readable one; its characters are well drawn and hold our attention. (Ward, Lock & Co.)

Walter Besant has written several books that have been widely read; the last one *The City of Refuge* goes into a new field; it describes a "community" such as exist but of which little is generally known; it is romantically described rather than exactly. The "community" is "the city of refuge." The characters and scenes are handled fully as skillfully as any heretofore described by this author. (Frederick A. Stokes Co.)

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Last summer the state of Maryland adopted free text-books. The state board of education sent out a circular of recommendations to county school boards how to operate the law. The fifth printed article in this circular reads,—"All books should first be covered with the 'Holden Perfect Book Cover,' or an equivalent. As there is no equivalent for this cover, and as this circular was issued entirely without the knowledge or solicitation of the Holden Patent Book Cover Co., of Springfield, Mass., it is a very strong recommendation in favor of their most excellent devices for extending the life of school books.

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Too much praise cannot be given to those devoted women who are laboring for the extension and development of the kindergarten movement. Nor should praise be withheld from other agencies that are helping to carry forward the work. The press here, as in other fields, is exercising a powerful influence. In the first rank of magazines in this branch of school work is the *Kindergarten News*, issued by Milton Bradley Co., Springfield, Mass. This is in the middle of the seventh annual volume, and it has shown a steady improvement from the first, both as regards typographical appearance and the character of the matter. It contains articles relating to kindergarten work, stories, editorials, news of kindergartens, personals, music, book notes, etc. Kindergartners cannot afford to be without so valuable a help.

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David McKay, the publisher, of 1022 Market street, Philadelphia, having sold his retail store, will now give his entire attention to the publishing business at his old number. The retail business will be con-

tinued at the old stand under title of "McKay's Book Store," but Mr. McKay has no connection with it. He is now in a position to give more prompt attention to all trade orders, and will continue his efforts to deserve the patronage of those who have dealings with him.

Who does not want to be beautiful? And who is there that admires a face covered with pimples, freckles, and unsightly blotches? Many people could have better complexions if they devoted more care to them. By this is not meant that they should use every preparation for the face that comes along. That would be almost as bad as to take every medicine for a disease that your friends, lay and professional, recommend. There is one face preparation, however, that seems to rank above and beyond all others. That is Dr. T. Felix Gouraud's Oriental Cream or Magical Beautifier, for the removal of tan, pimples, freckles, moth-patches, etc. Dr. L. A. Sayer once said to a lady: "As you ladies will use them, I recommend Gouraud's Cream as the least harmful of all skin preparations." Be sure to get the genuine. It may be obtained of the proprietor, Ferd. T. Hopkins, 37 Great Jones street, N. Y., and is also sold by all druggists and fancy goods dealers throughout the United States, Canada, and Europe.

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